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ABSTRACT

This document presents findings of a study conducted by the Commission on Educational Excellence for Connecticut, which examined current policies and practices in the state's public education system and recommended changes that would establish and maintain a world-class education system with opportunity available to all students. The Commission found that despite its many accomplishments, the Connecticut educational system is characterized by low standards for student performance and an increasing gap between economically advantaged and disadvantaged communities. It advocates a results-based system of new standards and assessments to meet the expectation that every child be ready to learn. The document also outlines a new governance system and discusses the implications for teacher certification and professional development. Recommendations for procuring funding and resources for the new outcome-based system are offered. Appendices contain the State Board of Education statements, Connecticut general statutes on programs to encourage participation, and a funding and resources report. (LMI)

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Report of The Commission on Educational Excellence for Connecticut

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January 31, 1994

The Honorable Lowell P. Weicker Jr.
Governor, State of Connecticut
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Dear Governor Weicker:

On behalf of all members of the Commission on Educational Excellence for Connecticut, we are pleased to submit this final report in accordance with Section (b) (6) of Public Act 92-143. The Commission was asked to study current policies and practices in the state's public education system and recommend changes required to establish and maintain a truly world class education system with opportunity available to all students.

During the course of our work we were frequently asked why this effort is needed here in Connecticut. Many said that their schools are just fine; that the problems only exist in another school or another community. However, when fewer than 50% of students from Connecticut's most affluent towns and less than 3% from our most disadvantaged towns meet the Connecticut Mastery Test standards in reading, writing and mathematics, we must conclude differently. All of our schools must face the demands of change. While there is much that is successful in Connecticut's schools, what has been good enough in the past is not good enough anymore. Just doing more of the same at greater and greater cost is no answer.

This report, therefore, connects vision to reality, recognizes what is good--and makes it better. It provides a framework for improvement of public education for Connecticut. This framework:

- Ensures that schools do better and students learn more
- Empowers local educators and holds them accountable in promoting student learning
- Restructures education and places more decision making authority at the local-district and school-building levels
- Increases the likelihood that all children will come to kindergarten ready to learn
- Brings technology into every classroom in Connecticut

These and the Commission's other recommendations must be taken into consideration in their entirety, not with any one looked at in isolation. Then, too, changes must evolve over time--which makes it all the more urgent that we begin now. Doing so will require leadership from all parts of government--the General Assembly, the executive branch, our educational institutions and professional educators alike. Most importantly, the public at large must be brought into any successful process of education reform. There must be a continuing effort to reinvigorate and reengage our state in shaping that which is most important to the future of our economy, our society and our democracy--the sound education of our children who are the learners, workers and leaders of tomorrow.

Sincerely,

William J. Connolly
Cochair

Vincent L. Ferrandino
Cochair

cc: Members, Education Committee of the General Assembly
Members, State Board of Education

COMMISSION ON EDUCATIONAL EXCELLENCE FOR CONNECTICUT
FINAL REPORT
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The following documents and/or resources are also referenced in the report and may be obtained by calling the Commission Office:

- National Association for the Education of Young Children (NAEYC) Accreditation Standards (originally Appendix B)
- National Council for Accreditation of Teacher Education (NCATE) Standards (originally Appendix D)
- Outside Consultants Listing (originally Appendix F)
- Commission Work Group Membership Rosters (originally Appendix G)

A Bibliography of research sources is also available upon request.

A Vision for Connecticut Education

"Individual educational leaders like James Comer here in Connecticut and Ted Sizer in Rhode Island have created exciting models for school reform. New insights and new techniques, new criteria for effective schools and new strategies for effecting change have been discovered. Among the insights, perhaps the most important, is the recognition that all children can learn. Another is that there isn't a singular linear scale of intelligence; that indeed multiple intelligences and multiple styles of learning have to be accommodated in our schools. The new techniques include sophisticated assessment methods for evaluating not only what a student has learned, but also how effectively teachers have taught. We know the criteria for estimating school effectiveness. And as for strategies, we know that the best way to effect change is from the bottom up rather than from the top down; that a good strategy involves all the stakeholders, not just the teachers and principals, but the parents, the students themselves, and members of the community; that a good strategy needs careful documentation, that it needs carefully developed techniques for assessment."

Edgar F. Beckham, Chairman
Connecticut State Board of Education
June 4, 1993

EXECUTIVE SUMMARY

REPORT OF THE COMMISSION ON EDUCATIONAL EXCELLENCE FOR CONNECTICUT

The Commission on Educational Excellence for Connecticut, established by the General Assembly in 1992, was charged to evaluate the public education system and recommend changes that would assure citizens, parents, and students that the state has a world-class educational system. The Commission relied on the expertise of its own 43 members, extensive research, assistance from state and national consultants, and the valuable contributions offered by Connecticut citizens at more than two dozen hearings and forums. It came to the conclusion that profound changes are needed in the goals, governance, and financing of public education in order to obtain an education system deserving of public support.

Connecticut can be proud of many accomplishments. It has dedicated teachers, excellent academic performance by many students, and involved parents, citizens, and business leaders. However, the Commission found that the standards used to evaluate student performance are much too low. Furthermore, the gap between student achievement in communities with high numbers of poverty-level families and that of students in wealthier communities is wide and growing wider. These situations exist at a time when competitiveness worldwide demands that all young people in Connecticut perform at much higher levels.

Therefore, the Commission's major recommendations are focused on results--and the steps necessary to achieve them:

- Connecticut should establish world-class content standards to define what students must know and be able to do before they select their individual paths to preparation for post-secondary careers.

- Content standards should be keyed to performance standards that establish higher expectations for all students and new assessments that measure students' abilities to demonstrate and apply knowledge.

- All students should have full opportunities to meet the new, more rigorous academic standards.

- Connecticut resources and efforts should focus on helping all children become ready to learn before they enter formal schooling.

- Schools, students, and families should renew their responsibilities to each other through policies that encourage greater involvement and training for that involvement.

- Interim waiver procedures should be available to remove barriers to a results-oriented school system and a thorough review of statutes and regulations should lead to repeal of those that stand in the way of reforms.

- School councils representing teachers, parents, the principal and others at the discretion of local districts should be phased in at every school with the authority to make decisions regarding budget allocations, curricula, instructional methodologies, and hiring of school staff.

- Schools should become accountable for achieving district goals that match or exceed state goals for student achievement.

- The State Department of Education should involve educators, parents, and the public in the development of higher standards and new assessments; provide technical assistance to districts and schools to help them meet the standards; grant rewards to high-performing or improving districts; identify those districts with consistent patterns of failure

and, if the failure persists, remove or replace district leadership and/or place the districts in receivership.

- **Connecticut should adopt policies to provide greater opportunities to parents for public school enrollment options, while protecting the educational opportunities of students who remain in schools which significant numbers of students opt to leave.**

- **Teacher preparation, certification, evaluation, and tenure should be linked to the expectations for students under a results-oriented system that incorporates higher standards and performance assessments and provides extensive support for professional development.**

- **Funding formulas should be revised to create a block grant which combines the existing basic education grant and several categorical programs, with increased aid focused on newly defined "high need" districts.**

- **Additional funding should concentrate on several priorities, including school readiness, professional development, and investments in new technologies. These investments, as well as additional funding under the basic grant, would require a minimum increase of $200 million in funding for fiscal year 1995-96.**

The Commission's 18 months of work has taken place within the context of several other statewide initiatives and policies which are consistent with the Commission's overall goals. Therefore, the Commission has endorsed current efforts to improve the educational achievements of students with disabilities, gifted and talented students, and adult learners. The Commission has also supported the recommendations of task forces that have encouraged the use of new technologies in Connecticut's public schools and called for the creation of school-to-work programs that link career-oriented academic studies with structured work experiences. Finally, many of the Commission's recommendations can become useful ingredients in Connecticut's regional planning processes for Quality and Integrated Education, and so the Commission supports and endorses these efforts as well.

The Commission's recommendations are being forwarded to the Governor, the State Board of Education, and the General Assembly, on February 1, 1994. The General Assembly will then consider these recommendations during the 1994 legislative session.

WHY EDUCATION REFORM FOR CONNECTICUT? WHY NOW?

"More than half of Connecticut's fourth-graders do not read as well as they should, and nearly one-third cannot read well enough to understand their own textbooks."
The Hartford Courant, January 15, 1994
Reporting on 1993 Connecticut Mastery Test Results

"We need goals to shoot for. I mean, that's what successful people have, they shoot for goals."
Connecticut high school student[1]

The Commission on Educational Excellence for Connecticut believes we must aim for a fundamental restructuring of the public education system. It has set out goals that ask much of everyone--students, teachers, school administrators, parents, employers, taxpayers, and the leadership of the many institutions that influence how and how well our children grow into maturity. These goals focus on results--and the investments needed to achieve them.

Unlike the many positive but isolated initiatives taken to reform the education system over the past two decades, the Commission's report presents a comprehensive view of where we need to be and what we need to do to get there. The recommendations respond to many priorities, from the experiences of young children before they enter school to new school governance structures. Each is crucial to ensuring the Commission's ultimate goal--higher achievement by all students.

The Commission reached majority approval on these recommendations after a lengthy and open process involving all of the constituencies concerned with the future of Connecticut's children. It used the expertise of its 43 members, who represented diverse constituencies and initially carried out their responsibilities through seven work groups. The Commission

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[1] All quotes from Connecticut students are taken from the transcripts of a forum held at Killingly High School.

conducted research, consulted with state and national experts, and, most importantly, sought advice from citizens through forums and hearings held in all parts of Connecticut. The Commission's meetings reflected the information and opinions gathered from all these sources as Commission members openly debated the issues before them.

The process revealed some accomplishments of which citizens can be proud. Connecticut has dedicated, talented teachers, parents with high expectations for their children, and policies that encourage excellence. However, the Commission's research also revealed harsh realities about the state's existing standards and about student performance. Standards used to measure the success of the education system are much too low. Most Connecticut students fail to acquire the knowledge and skills they will need as workers and citizens in a country faced with ever-increasing competition around the world and ever more difficult problems to solve at home.

The problem of low standards and expectations is pervasive in Connecticut's schools; it is found in affluent communities as well as the inner cities, though not nearly to the same degree. The Connecticut Mastery Test results issued in January dramatically underscore this point. Only one-half of students who will enter high school in the state's wealthiest communities this fall achieved desirable performance levels on tests that emphasize problem solving and critical thinking.

Connecticut cannot afford, economically or socially, to ignore the large percentages of students and families burdened by struggling and failing school districts. Nor can it continue to leave unchallenged those districts and students satisfied with their successes under current standards.

The Commission's work responds to two truths:

- Those children facing obstacles instead of opportunity to succeed must be guaranteed fairness--access to free, quality public education that sets the same standards and expectations for them as for all others.

- Those children who are now receiving the best public education in the state must be challenged by the even higher

standards and expectations that will be established for all Connecticut students.

The needs of these populations are not separate or competitive; they are interdependent. The success of both is critical to a system for education that does not tolerate failure.

The Commission recognizes that more efficient use of existing resources must accompany any additional investments. The Commission also hopes its recommendations are viewed as the beginning of a vision that will grow in an environment of personal and organizational renewal--and prove its worth through the accomplishments of children and young people. The Commission expects all of them to be fully prepared for a very demanding future. That is our goal.

What We Mean By....

o HIGH STANDARDS: The term "world-class standards" often is used to signify profoundly deeper knowledge of subject-matter content than is presently the norm in American education. Both public and foundation-sponsored efforts are underway to develop higher content standards that states and localities can use voluntarily. High standards are being set for science, history, geography, language arts, foreign languages, and the arts. Serving as a model are new math standards adopted by the profession several years ago. In addition, students entering the workforce immediately upon graduation will have sophisticated standards available to them as their goals. A major benchmark for these efforts is the content that students in other advanced countries are expected to master. Connecticut's standards must be as rigorous as any developed elsewhere and be continuously updated.

o PERFORMANCE STANDARDS: Content standards are only half of what is needed. We also need to have standards that define how good is good enough. Should students master 80, 90, or 100 percent of the content? Should school-wide achievement be considered adequate if 70, 80, or 90 percent of students achieve the mastery standards? These are questions to be answered as teachers, parents, and others shape the new results-based system for public education.

o PERFORMANCE ASSESSMENTS: Traditional standardized tests ask students to <u>choose</u> an answer, mostly through multiple-choice or true-false questions. Performance assessments, on the other hand, ask students to <u>create</u> answers such as writings, exhibitions, or presentations (individually and in groups) that show they know how to use what they have learned.

o SYSTEMIC REFORMS: The Commission rejects piecemeal changes. Rather, they strengthen positive efforts underway and fold them into an overall restructuring of how schools are governed, how state aid is provided, what students learn, how they are assessed, and how teachers are prepared to help them learn. These will create change throughout the system for education.

What We Do <u>Not</u> Mean...

Higher standards and better assessments do not mean there is any "one best way" in terms of a statewide curriculum or teaching practice.

"It's important that students have motivation...and that students know they are expected to learn and that they have to put time and effort into learning."
Connecticut high school student

A RESULTS-BASED SYSTEM OF NEW STANDARDS AND ASSESSMENTS

Connecticut's current public education system is very good--for some students. Even among those who do well on the measurements we now have, however, good is not good enough for the times ahead. To be successful in workplaces in which skills are constantly becoming more sophisticated--from entry level to professional careers--our students need to be challenged in new and more demanding ways. Connecticut may be among the states with the largest percentage of high-performing students in some subjects, but this should not make us complacent.

Only one of five Connecticut students met existing standards, according to recently released Mastery Test data. The National Assessment of Educational Progress (NAEP) ranks Connecticut high among the states in the number of eighth-grade students capable of problem solving skills in math.[2] Nonetheless, more than three-fourths of our students were not good at these skills. How can we accept these results as adequate, knowing, for example, that the skills of the top one percent of high school students in this country in math are matched by 50 percent of students the same age in Japan?

Even more disturbing to the state's future economic and social vitality is the gap in achievement between poor and/or minority students and more advantaged students. The gap is alarming and growing worse. According to the most recent NAEP reading results,[3] one-third or fewer minority fourth-graders in Connecticut came up to the basic level, while more than three-

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[2]Educational Testing Service, Can students do mathematical problem solving? (Washington: National Center for Education Statistics, 1993).

[3]Educational Testing Service, National Assessment of Educational Progress, 1992 Reading State Report for Connecticut (Washington: National Center for Education Statistics, 1993).

fourths of white students achieved that level. Connecticut was among the states with the largest number of high achievers in reading. Its minority students, however, performed the lowest of all those states. Within 10 years, one-third of Connecticut's students will be from minority groups. Can we continue to accept such low performance by a large and growing segment of the state's population?

More of the same, such as additional hours of traditional instruction or more credits required for graduation, will not assure that our young people leave school well educated and well prepared. We have compelling and urgent reasons to move to a system driven by results. We also have the know-how.

Connecticut has the ideas and leadership necessary to ensure that all students perform at higher academic levels. Connecticut is the source of numerous exemplary models now used throughout the country. The Comer Project of support for poor children and empowerment of their families is now a national program. The Yale-New Haven Teachers' Institute inspired similar university-school partnerships in many places. Connecticut was among the first states to pilot performance testing. Our Family Resource Centers exemplify what national and other state policymakers consider an optimal model for coordination of support services at school sites. However, these excellent models appear today as exceptions rather than general practice.

The Commission believes Connecticut students should proceed through a restructured system for education on the basis of what they actually know about challenging content and how well they can apply what they know, not on the basis of how many hours they have spent in classroom seats. Further, state-level assessments of what students know and are able to do should occur regularly throughout students' years in school, especially at major transition points, in order to provide useful feedback to teachers and parents rather than as a single exit exam, such as the Regents' Exam in New York.

A results-based system will give maximum flexibility to schools. Each school will decide the strategies it uses to get results. What will not be negotiable, however, are higher standards for every student.

High Academic Standards

o The state of Connecticut should adopt a results-based system for public education based on world-class content standards and high performance standards.

o The first step toward a results-based system should be the identification of what Connecticut students should know and be able to do; these desired results would drive all other elements of systemic reform.

o The standards should be developed cooperatively at the state level by a broad-based group composed of educators, parents, business leaders, and other citizens.

o The State's content and performance standards should not become exit criteria for high school graduation. Instead, they should focus on what all students should know and be able to do at the point when they choose to pursue their individual academic, technical, and vocational interests. Each specialized educational path would offer a rigorous and challenging course of studies, but all students would not be expected to have the same learning goals for the remainder of their high school careers.

o School districts may set additional standards and assessments to augment those developed at the state level.

o In addition to academic subjects such as language arts, mathematics, science, history, geography, and foreign language, visual and performing arts should be included as integral components of Connecticut's content and performance standards.

High Expectations for All Students

o The State of Connecticut must ensure that all students have an equivalent opportunity to meet or surpass rigorous academic performance standards.

o The education received by all students should provide them with the skills required for successful transition to any of several options--entry into a changing workplace,

higher education, and advanced training--as well as life-long learning.

o Higher education institutions and employers should incorporate the new measures of student performance into their admissions and hiring criteria.

o Connecticut's public schools must provide opportunities for students with disabilities to meet the state's student performance standards.

o Connecticut's public schools must meet the educational needs of all students, including those identified as gifted and talented.

Assessments Keyed to High Standards

o To supplement the Connecticut Mastery Tests, new statewide assessments should be developed that reflect higher content, focus on students' abilities to show they know how to apply knowledge, and incorporate current research about multiple ways of measuring student performance.

o Assessment data should be designed to be useful at several levels. While the assessment data must provide information to individual teachers and parents on the progress of their students toward meeting higher standards, the data should also measure the progress made by schools, districts, and the state.

o New standards and assessments should incorporate multi-cultural curricula and perspectives that will be a common experience for all students.

The Commission recognizes that achieving success for all requires special attention to some groups of students that are vulnerable to being slighted in education restructuring efforts. Our commitment is to make sure no student is neglected, that all students succeed.

The State Board of Education, within the past year, has adopted several position statements (Appendix A) regarding specific student groups or educational programs which the Commission finds compatible with its overall goals. We urge state and local officials to continue to implement the recommendations of these statements--to limit the isolation of students with disabilities; to promote greater ethnic, racial, and socioeconomic diversity in challenging activities for gifted and talented students; to accommodate students who need further preparation to enter the workforce; and to provide adult education to those without a high school diploma.

All too often, students graduate or leave school or college with no marketable work skills and no general knowledge or experience about careers. The state has many successful school-to-work programs in place, but most fail to meet the criteria considered essential for a smooth transition from school to work. They do not link career-oriented academic studies to structured work experiences.

The Commission supports the recommendations of the School-to-Work Opportunities Committee, including the concept of a Connecticut Career Certificate which would be a statewide credential indicating demonstration of academic and career skills, on-the-job work experiences, and workplace readiness. Pursuit of such a certificate would be an option for students in grades 10-12 (including students with disabilities), with opportunities for additional study or work experience dictated by their individual skills and interests.

In the future, Connecticut schools will need to work with other institutions to extend the transition from school to work beyond traditional limits and incorporate continuing education as part of the whole. This is especially important for those students who need a safety net (additional time and/or alternative programs) to meet the higher standards we expect to be set for all.

Although Connecticut is known for its well educated population, there are more than 500,000 adults without a high school diploma in the state. High-quality adult education, basic literacy, English-as-a-second language, and high school completion programs should be more widely available throughout the state. These programs must incorporate the new statewide

performance standards, respond to varied adult learning styles, and provide bridges to post-secondary education and job training.

Finally, success for all can happen in Connecticut only if every student has equal access to higher level teaching and appropriate resources. The Commission's research found an alarming disparity of opportunities among Connecticut students. For all too many students, the problem is a lack of opportunities, not abilities. Grouping and tracking practices must be more flexible than they currently are if achievement--for all students--is to improve. We cannot continue to communicate low standards to so many of our children and young people. Time and methods are the variables, but the standards and results are not.

What Isn't Taught Can't Be Learned

According to last year's NAEP reading results, Connecticut fourth-grade teachers who reported placing a heavy emphasis upon literature-based reading achieved much higher reading proficiency among their students than teachers who depended upon basal readers. The NAEP math results released in 1992 found average calculator and computer use in Connecticut eighth-grade classes below or about the same as national averages. But students in disadvantaged urban schools were far less likely to have access to such technologies.

Algebra, considered the gateway subject to advanced math in high school, is almost inaccessible to Connecticut's urban poor students. In the state's most advantaged districts, 57 percent of teachers report a heavy emphasis upon algebra in the eighth grade. In disadvantaged urban areas, only 21 percent of teachers said algebra was emphasized in eighth-grade math.

"Children who are ready to learn are healthy, curious, enthusiastic, and able to communicate. With a developing sense of self and society, these children are excited to be in a group of young peers and can easily master letters and numbers."

Work Group on School Readiness

OUR EXPECTATION: EVERY CHILD READY TO LEARN

Given the opportunity, all students can learn challenging content and solve complex problems, skills they will need to be successful in the future. The evidence that this is possible is very persuasive, in research as well as in schools and programs around the country that set high standards and follow through with appropriate teaching and resources. The tasks of the Connecticut education system are to provide those opportunities to all students, to demand high achievement by all, and to be held accountable for results. Yet, success for all starts long before children arrive at the schoolhouse door. Communities and families, not just schools, are responsible for making sure children are ready to learn.

The Commission found disturbing evidence that one in four children entering school in Connecticut is ill-prepared to learn. The lack of adequate health care and supportive pre-school experiences--and the increasing number of families who lack the skills or time to ready their children for school--all contribute to problems that put thousands of children at risk of failure before they enter kindergarten.

Health problems are particularly severe and begin very early. Connecticut has the highest infant mortality rate of any New England state. In Connecticut, 35 percent of the state's two-year-olds are not fully immunized against early childhood illnesses. Approximately one-fourth of Connecticut children have excessive blood lead levels, due partially to the state's aging housing stock. Lead poisoning, the most serious environmental health problem facing children, can cause serious health and learning problems and increase the demand for expensive services.

Ready for Learning

The Commission sees every child in the center of a system for education that begins before birth and extends to the transition from high school. If the Commission had to choose, it would select the early years as the most important for school success. If for no other reason, adequate investments in the supports and services given young children and their families can prevent costly failures in later years. Attention to the very young is more than a cost-saving effort, however. Every young child's first experiences should be the very best--stable; caring; responsive to health needs; given by those knowledgeable about child development; and seamless from the home, to pre-school, and to the early years of schooling. Being ready for school means the many support systems for young children have worked well and worked together.

o Comprehensive, quality, and developmentally appropriate programs should be available to all children ages three to five, including: pre-school for ages three and four; extended-day kindergarten for those who would benefit from it; and expansion of Head Start, with attention to the quality of its programs and services.

o The literacy level of parents is the most important variable affecting their children's achievement. Family support and early childhood programs should include or coordinate with family literacy programs that incorporate adult basic education and parenting education.

o A family-centered approach to a full range of services should be ensured through creation of school readiness interagency teams at the state and local levels. Connecticut's interagency team would review data, assess benchmarks, and establish standards and training. Its members would include representatives from the departments of social services, health services, education, higher education, and mental retardation as well other individuals knowledgeable about the needs and well-being of young children.

o Child care and health and social services for children and families should be operated in coordination with local

schools or located at school sites (but not necessarily administered by school personnel). Statutes should be revised so the State Board of Education can extend its non-public approval process to worthy early childhood schools and recognize accreditors of non-public early childhood education.

The Commission recognizes the long-term savings attributable to early childhood education and recommends that the state invest now in early childhood education to achieve later savings. More specifically, the Commission supports creation to a new grant to districts to provide school readiness programs for three- and four-year olds. The grants would be made available initially to the three districts with the highest need--Hartford, Bridgeport, and New Haven. These three districts would be required to provide a school readiness program to all eligible three- and four-year-olds. In addition, state grants would be available, on a competitive basis, to a small number of other districts to provide either school readiness programs or to establish family resource centers affiliated with local schools.

To be eligible for the school readiness grant, the three districts would have to submit a plan showing a school readiness needs assessment and provide a program of at least 450 hours annually. Components of the readiness program must include, education, parental involvement and training, and health and nutrition. The readiness program must also provide a bridge to kindergarten programs.

Districts may create and operate their own programs or purchase places for children in local programs that are non-sectarian in content and meet program guidelines and standards. The program standards would include application for or current accreditation by the National Association for the Education of Young Children (NAEYC) or another accreditor approved by the Connecticut State Board of Education. (See Appendix B.) If the district purchases places in existing programs, parents would be given the opportunity to choose from a list of approved programs. Districts would also be required to collaborate with the Department of Social Services (DSS) and other agencies to arrange for wrap-around child care for children and maximize the use of all revenue streams supporting early childhood education and care. Coordination would be required with other early care and education programs, as appropriate.

The district would be required to offer a program for every three- and four-year-old child whose family applies. Using state funds, the district would pay for the full cost of the program for all children whose family income is below the poverty level. The district could establish an income-based fee schedule to supplement state funds for children from families with incomes above the poverty level.

The Commission's recommendations for the initial round of readiness grants include 100% of the reasonable cost of providing a program in three target districts for all three- and four-year-old children in families with incomes below the poverty level and sufficient state funding to provide a program for all other eligible children assuming an income-based fee schedule for their families. The Commission has not suggested that districts be required to use local revenues to fund their readiness programs, although a municipality could choose to provide the family match funds from local tax sources.

"We talked about bringing parents into the educational process by giving them a more important role to play in the education of their children."

Connecticut high school student

PARENT AND STUDENT RESPONSIBILITIES

The Commission believes, with much evidence to support it, that strong, supportive families are essential to a child's healthy development. It also knows that many families in Connecticut need help in acquiring the skills needed for parenting and for becoming successful in other spheres of their lives. That is why we believe services and supports, including pre-school and the early grades, must be reorganized to be effectively family oriented. The Commission points out that meaningful parent involvement has been a mandate for schools for several years but the mandate is yet to be fully realized.

The Commission also concludes that student and school success is fundamentally linked to parent responsibility, involvement, and support--in the school and in the home. While this is most important to school readiness, parents and families are critical in sustaining higher expectations for students, orderly environments, and learning at all levels. Parents are also basic to the success of schools. Students and schools cannot succeed when parents feel left out and teachers feel singled out.

- **Districts should establish formal, written school policies to: keep parents informed of and involved in the educational progress of their children; help parents support and sustain the values of education and the expectation that learning is the primary responsibility of every student; and support organized and meaningful parent involvement in every school--including parent participation in school decision-making and efforts to assure that schools and classrooms are open and welcoming to parents.**

- **Actions should be taken to implement the provisions of an existing statute (Appendix C) that calls for the creation of model programs to encourage parent support, participation,**

and responsibility as partners in the education of their children.

- o Parents should be assured of reasonable time off from work to attend school conferences and activities; school personnel should make concerted efforts to be accessible beyond their regular workdays to the families of the children they serve.

- o Parental responsibility for educational "neglect" should be strengthened, and programs such as public assistance should provide both incentives and accountability for parent responsibility.

- o Skills for creating successful parent involvement should be incorporated into teacher and administrator preparation programs, certification, and continuing education opportunities.

The Commission also believes that effective teaching and learning require school discipline, student responsibility, and school safety. We cannot tolerate habitually disruptive students, a degree of routine disorder in our schools, or the low student expectations that breed disrespect, violence, and a profound loss of responsibility.

- o State and school district efforts should encourage proven practices that minimize the sense of anonymity and the impersonal environments that tend to erode community responsibility and accountability in large middle schools and high schools.

- o Special education standards and placements should be re-examined to assure that student misconduct is not being inappropriately treated as a disability.

- o A high level of safety and security should be maintained in all our schools. Within constitutional limits, further steps should be taken to strengthen discipline, suspension and expulsion policies, and referrals to the juvenile justice system.

- o Policies should be established at all levels that convey to students that their primary responsibility is to meet the

learning standards; state employment law and employer practices should be consistent with the principle that school is the primary work of all students.

"Mutual respect should be expected from everyone. There are too many things that need to be changed. And too many things that everyone wants to get done."
Connecticut high school student

NEW SYSTEM OF GOVERNANCE FOR EDUCATION

High standards and assessments appropriate to them are essential for a results-based system for education. So, too, is accountability for results. The Commission places responsibility for results with those who have the most influence over performance--educators, parents, and others in the school environment. It is the school community that must be accountable for results. The Commission also wants educators at all levels to have the flexibility to create and maintain the structures needed, unburdened by obsolete statutes and regulations or those that impose barriers to change. This different environment for governance must evolve from the old.

- **The State Commissioner of Education should be given the authority to grant statutory and regulatory waivers:**

  - **--Blanket waivers would be available to schools that demonstrate a need for greater flexibility in order to sustain or make progress toward student learning goals and to schools demonstrating a high degree of educational success.**

  - **--The State Department of Education would publish an annual compilation of waiver requests and responses.**

- **A broad-based special task force should be created to reconsider and repeal statutes and regulations that are incompatible with a results-oriented system.**

Eliminating state-imposed barriers to change paves the way for the shift of responsibility and accountability for results to the local school community. First, however, the changes in policies and programs must be cohesive for students throughout their educations.

o All districts should be organized to span kindergarten through grade 12.

In order to organize decision-making and set accountability at the school site effectively and inclusively, the Commission believes major changes are needed in school governance along with concomitant changes in the roles and responsibilities of those at district and state levels.

School Site Responsibilities

o All schools will be required to form school councils, with the authority of the councils to be phased in over time.

o The membership of each school council will include the principal, teachers, and parents, and may include others from the community at large, with no single group holding a majority of the seats.

--Teachers and parents (caregivers) will elect the respective representatives to the councils.

--The council seats for the community at large will be filled by the local board of education, based on nominations made by the other members (i.e., teachers, principal, parents) of each school council.

o The school council will make budget allocation decisions.

o The school council and the principal will make decisions about curricula and instructional methodologies within the context of district goals and curricula.

o The school council will make hiring recommendations regarding school staff to the principal, who may accept or reject the recommendation but cannot impose a choice.

--All recommendations for hiring will be forwarded to the superintendent, who may confirm or reject but cannot impose a choice.

--If a school is hiring a principal, the school council's recommendation will be forwarded to the superintendent, who may accept or reject but cannot impose a choice.

o The principal will evaluate all school staff and authorize expenditures.

School District Responsibilities

o Local school districts will establish goals, augment state standards and assessments, establish high school graduation requirements, develop scope and sequence of local curricula to achieve state performance standards and recognize student diversity, establish lump sum budget allocations for each school, and negotiate collective bargaining agreements.

o Local boards of education will determine the size, composition, and terms of the school councils.

o Local boards of education will hire and evaluate superintendents; superintendents will hire, evaluate, and dismiss, if required, central office staff.

o Local school districts will provide assistance to individual schools and identify schools with general patterns of failure; the district will have the authority to dissolve school councils and/or remove principals.

State Responsibilities

o The State Department of Education and the State Board of Education must ensure and oversee the development of rigorous, statewide content and performance standards as well as assessment instruments.

o The State Department of Education, under the direction of the State Board of Education, should provide technical assistance to districts and schools when requested and grant rewards to high-performing or improving units.

- **The State Department of Education and State Board of Education should identify districts with a pattern of consistent failure' provide technical assistance, and after providing that assistance, have the authority to dissolve local boards, reconstitute them, remove superintendents, and/or place continuously poor performing districts in receivership.**

- **Connecticut must ensure that no child is forced to attend a school that continually fails to improve.**

Additional Time for Students and Educators

The Commission anticipates that more time will be needed for both instruction and professional renewal. It hopes that educators will draw upon research and best practice to find ways of rearranging the current time available, but even these efforts will not be enough.

Time will be needed for the expanded and enriched forms of professional development and professional interaction that are needed to improve student achievement. Seminars, discussion groups, issue-focused faculty meetings, peer videotape reviews, curriculum revision study groups, and other activities that foster professional growth and improvement must be incorporated into the restructured system for education.

To achieve the high standards for student learning that the Commission envisions, there is likely to be a need for more instructional time in schools across Connecticut. Innovative methods, such as enhanced use of technology, will be needed to provide sufficient time for those who take longer to meet new, more rigorous standards.

A recent survey by the Connecticut Education Association[4] confirms that we routinely accept in our schools a lack of basic technology that would be unacceptable in any other modern workplace. Connecticut's schools and students cannot succeed in the world of the 21st Century and beyond without greater use of

[4]Janet M. Grenzke, Our Children's Schools: Are They Good Enough? (Hartford, CT: Connecticut Education Association, 1993).

the instructional and information technologies needed to sustain learning, teaching, and effective school management.

o An incentive grant program should be created to provide state funds on an equalized basis to local school districts that are willing to share the cost of extending the school year.

o Unless granted a waiver by the Commissioner of Education, no school district should be allowed to reduce the length of its school year during the next five years.

o The State Department of Education should conduct an audit of the current use of time in Connecticut schools.

o Technical assistance and state incentive funding should be provided to assist schools in upgrading informational, instructional, and management technologies and links to emerging state, national, and international information networks.

Enrollment Options

The Commission's recommendations for restructuring school governance will encourage individual schools to develop their own unique approaches and methods for meeting state and district performance standards, thus making the idea of school enrollment options (public school choice) a more viable policy initiative. The development of local and regional plans for Quality and Integrated Education, as required under legislation enacted in 1993, is likely to create additional enrollment options for students and their families.

o Connecticut should adopt the policy changes needed to provide the widest possible array of public school enrollment options--both within and among districts, including magnet programs and charter schools. Parents should be able to choose the public education programs which best suit the educational needs and interests of their children.

- The State Department of Education should create a review mechanism that would protect the educational opportunities of those students who remain in the schools which large numbers of students opt to leave.

What These Recommendations Would Do For....

STUDENTS: As many as possible will be given the early support they need to become successful learners once they enter school. All will be challenged to master a higher level of content comparable to what students in our most competitive countries study. They will have the resources they need to learn that content--teachers who keep up to date on their content knowledge and on the skills needed to reach and engage all students; access to a full range of advanced technologies; and, especially, expectations that all of them will succeed at higher levels. Better assessments will ask them to demonstrate what they have learned. If they work hard, put their education before other priorities, and graduate from the restructured system described in these recommendations, they will be well prepared for challenging futures.

TEACHERS: The professional teaching force will be able to use professional discretion over what is important for them to be successful teachers. This includes designing appropriate staff development for themselves and for their schools, deciding with other local school partners on allocation of resources, being involved in selecting the principals and peers with whom they want to work, and constructing the standards and assessments that will drive new forms of accountability. They will have resources for quality professional renewal that are continuous and especially focused on using advanced technologies to their fullest. New teachers seeking tenure will have skilled peer support. These changes and investments are expected to make it possible for all teachers to hold higher expectations for all students and for their profession.

PARENTS: They will be supported in their parenting through the building of a collaborative approach toward educational, health, and social services, especially for the most vulnerable children. Parent involvement will become an essential part of school life through policies and training for both parents and school staff. Parents will have a meaningful voice in making important decisions about their children's education because their participation on school councils is assured. Parents will have meaningful enrollment options with regard to the public education programs available to their children. At the same time, parents will share in the accountability expected of schools.

SCHOOLS: Control over decisions that affect how schools obtain high achievement will be exercised through school councils at every site. While high content standards and assessment systems will be designed statewide, local school councils composed of educators, parents, and community representatives will determine how to go about meeting these standards--and adding their own if desired. Schools will become more individualized and unique in how they design their goals and programs, not less so. They will have greater flexibility through lessened regulations. In return, they will be held accountable for progress on achieving standards agreed to by educators, parents, and others working together on a state level and their own district/school standards. Further, funding will be available to schools for adaptation to new technologies.

"For students to learn at a high level it would take good quality teachers, ones who were concerned about what the kids were doing and would have respect for the students."
Connecticut high school student

CERTIFICATION, RETRAINING, AND PROFESSIONAL DEVELOPMENT

While Connecticut has taken steps to ensure that all teachers take part in professional development, current efforts still fall short of what is needed. They follow a traditional model of acquiring hours of professional development experiences that do not necessarily link what students need to know and be able to do with what teachers and administrators need to know and be able to do in order for students to perform at higher levels. Nor does the current system support school-based decisions regarding what teachers on the site want and need to help their students attain high standards.

However, Connecticut has been developing a model during the past five years that would closely link teaching and learning. Under the Beginning Educator Support and Training (BEST) program, first-year teachers work with mentors who are veteran teachers trained to help new teachers on a daily basis. New teachers also are assessed up to six times during their first year of teaching by other educators specially trained to evaluate a teacher's classroom performance. Both new and veteran teachers benefit from this model.

The BEST program is being modified to connect student performance to teaching performance. New assessments will be subject-specific rather than generic. Multiple means of assessment--such as standardized tests, classroom observations, structured interviews, and portfolios of student work--will be incorporated into evaluations of teacher performance. It is this model that the Commission recommends for the future development of Connecticut's teaching force.

Professional Development

- **A professional development continuum should be created to:**

--link teacher performance to student learning;

--foster a statewide system of training and dissemination about standards and assessments, thereby forming the framework upon which school- and district-based professional development offerings can be designed; and

--include teachers and administrators in assessing whether the professional practices of their peers meet the standards required for certification renewal.

o A three-tiered certification continuum should be established with provisions for:

--an initial certificate to be issued upon successful completion of a bachelor's degree and significant student teaching experience, assessment of essential skills and content knowledge, and professional education with performance-based standards.

--a professional I certificate to be issued (within three full years of teaching) upon successful completion of an induction program with performance standards that are subject specific and focused on student learning.

--a professional II certificate to be issued at five-year intervals upon successful completion of a master's degree (first renewal) and performance assessments (all renewals) that include effect on student achievement and continued professional development.

o Two professional standards boards--one composed of a majority of teachers and the other composed of a majority of administrators--should be created to:

--advise the State Board of Education and State Department of Education on policy and standards related to pre-service education, certification (including induction and continued professional development), and evaluation.

--hear certification appeals and recommend action to the State Board of Education on certification renewals, revocations, equivalencies, and extensions; such recommendations may only be rejected by the Board of Education for reasons of due process, error in law, or failure to apply policies and standards.

Evaluation

The vast majority of Connecticut educators are competent professionals who meet all existing criteria for state licensure (certification) and continued local employment. However, the current system diffuses responsibility for evaluations of teachers and administrators as well as responsibility for determinations of employment eligibility and certification. The Commission believes that these related functions, which are performed by various entities at different levels, must be coordinated to link teacher and administrator performance to student results.

This task will require strengthening of the structures, supports, and policies that guide those who conduct evaluations as well as those being evaluated.

o Each school district's comprehensive professional development plan should incorporate:

--a focus on the improvement of student learning;

--evaluation criteria;

--clear definitions of the roles of all parties involved;

--a well-defined evaluation period;

--annual documentation of each educator's (teacher, administrator, or professional support staff) performance;

--intervention mechanisms that will be used if the responsibilities of all parties are not met during the evaluation period; and

--a process for resolving differences if all parties cannot reach agreement.

This comprehensive, integrated model would establish statewide standards and expectations for teaching and learning. Local school personnel would develop and implement their own professional development plans tailored to the needs of their districts and their schools. However, this plan also requires time--time for development, testing, and implementation at the school level.

Tenure

The Commission acknowledges public concern about tenure as a barrier to removing teachers and administrators considered incompetent. Nonetheless, a majority of Commission members concluded that elimination of tenure would be an overreaction to a problem affecting very few professionals in Connecticut. Rather, it is more important to make the current system work better--to make appropriate changes to policies for awarding and maintaining tenure.

- **Tenure should be granted upon the successful completion of four consecutive years of teaching (four annual 12-month contracts) and a request to return for a fifth year. Each of these annual contract renewals should be based on a performance evaluation that:**

  --documents strengths, areas needing improvement, and strategies for improvement; and

  --contains a recommendation for renewal or non-renewal, along with reasons for the decision.

- **The dismissal hearing process for tenured personnel should be expedited.**

- **Reasons for dismissal of tenured educators should be expanded to include:**

  --failure to demonstrate effective performance that promotes student achievement; and

--failure to engage in activities to enhance professional growth and development.

New Certification Continuum

Initial

Issued upon successful completion of:

- bachelor's degree with academic major and significant clinical experience
- essential skills and content knowledge assessment (PRAXIS I, CONNTENT)
- professional education with performance-based standards

Professional I

Issued upon successful completion of BEST Program with professional performance-based standards that are:

- subject specific
- focused on student learning (e.g., portfolios of teaching practices including student work)
- expected of teachers who have taught for three full years

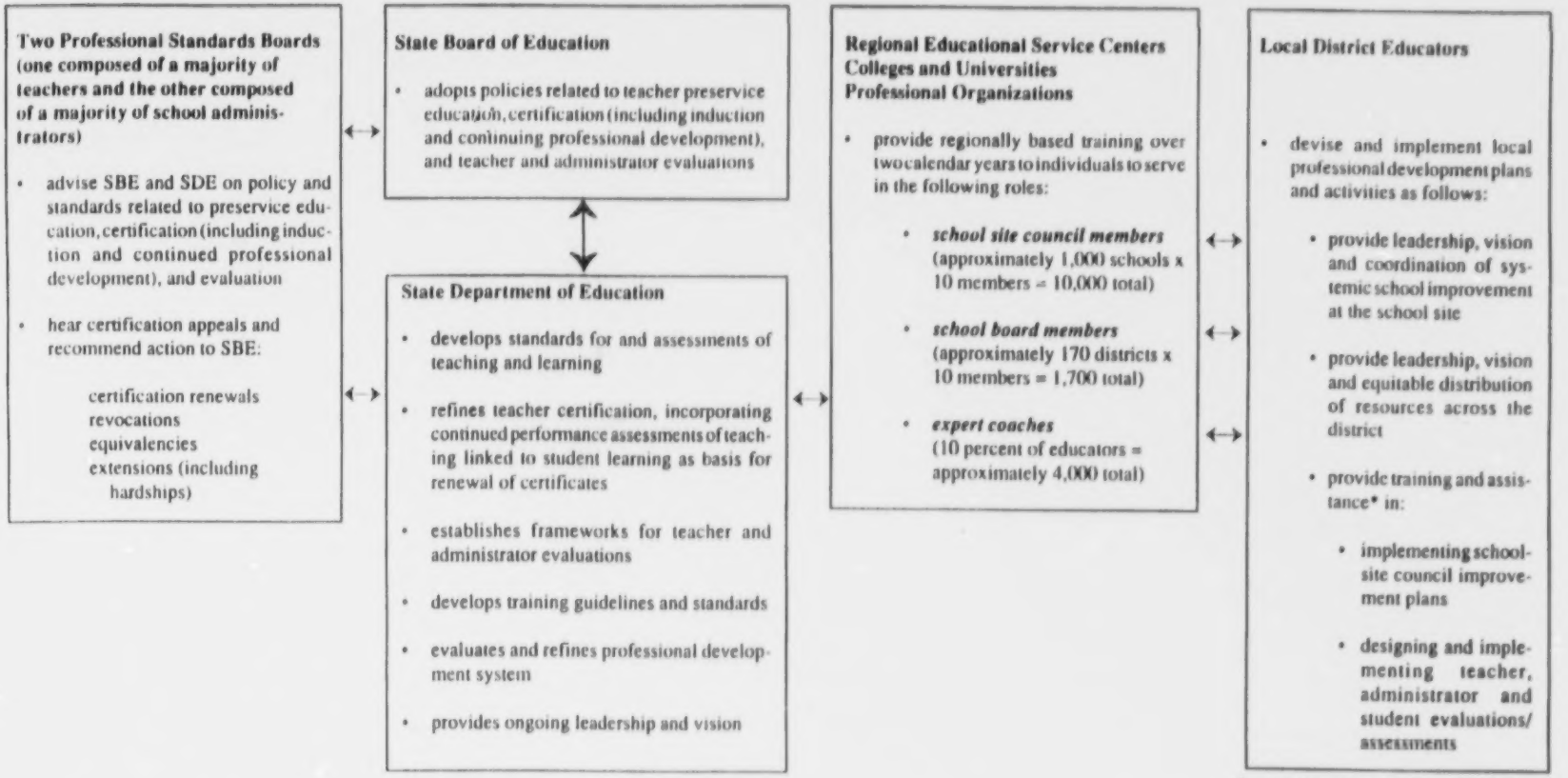
Professional II

Renewed upon successful completion of master's degree (first renewal) and professional performance assessments (all renewals) including evidence of:

- ***service to profession*** (e.g., serve as mentor, assessor, cooperating teacher, panelist, school-site council member)
- ***effect on student performance*** (e.g., a portfolio of students' work showing that they have met higher standards as result of teacher's teaching)
- ***reflection on teaching/learning*** (including professional growth plan)

Preservice	Induction	Career	Career Renewal
	Years 1 through 3 →	Years 4 through 8 →	Every 5 years →
Professional education with performance-based standards linked to national accreditation (NCATE). Enhancement of state initiatives to increase diversity of teaching force.	***1st- through 3rd-year teachers*** demonstrate mastery of essential teaching skills, content area knowledge, and adaptation of instruction to the needs of diverse learners	***4th-year through veteran teachers*** demonstrate direct impact on their students' learning and significant contributions to their profession and their own professional growth	

Professional Development Continuum for Connecticut Educators
Roles and Responsibilities of Key Collaborators



* training and assistance provided through seminars, symposia, study groups, independent research, workshops, and pilot models of best practice

FUNDING AND RESOURCES FOR A RESULTS-BASED SYSTEM OF EDUCATION

Connecticut must fund education equitably, adequately, effectively, and efficiently if it expects to attain the Commission's vision of all students possessing the high level of knowledge and skills essential for their futures. Funding may be only one of many complex factors related to student achievement, but there is no doubt that dollars make a difference.

The Commission is well aware that it cannot recommend additional support for a restructured system for education unless it also assures the public that every education dollar is currently well spent and that every additional dollar is totally justified. Thus, our recommendations on funding are meant to make more efficient use of existing resources and to target new resources at those efforts that will most contribute to student success.

Since 1977, Connecticut has been grappling with school finance reform as a state policy issue, moving from flat grants per pupil to each town through a series of reforms aimed at greater equity. Presently, the Education Cost Sharing (ECS) program measures town wealth or ability to pay for education and establishes a required minimum spending level for each town. Several categorical grant programs are designed to give greater support to poorer school districts.

Despite these efforts, Connecticut has been unable to support public education fully and fairly--most recently because of economic downturns and spending cap limits. The Commission's analysis also concluded that no one funding approach accommodates the varying needs of what we determined were four Connecticuts--big cities with concerns about municipal overburden and poverty; small rural towns with poor property tax bases; small cities and inner ring suburbs with aging populations, significant demands for public services, and fully developed property tax bases; and outer ring suburbs with high property tax wealth and relatively low demand for public services. (See Appendix E for the complete analysis.)

The Commission analyzed many different ways of determining the needs and capacities of these different types of communities. All the while, it also had to consider where and how much to

invest in initiatives crucial to the Commission's commitment to a system ensuring higher performance by all students.

o Connecticut should consolidate the Education Cost Sharing (ECS), Special Education, Public School Transportation, Bilingual Education, and Priority School District grants into a new basic education grant with a concomitant increase in "foundation level" funding to reflect current state funding of these consolidated grants.

--The new basic education grant would expand the definition of ability to pay and revise the definition of student need.

--Increased aid to individual towns would be phased in with a focus on "high need" districts.

--"Hold harmless" grants would be eliminated, but aid reductions to municipalities would be capped at three percent annually during the transition period.

--Biennial grant calculations would be used to enhance the predictability of state funding.

o A new state grant should be created to recognize high performing/improving units, with districts receiving financial incentives for continuous improvement in student achievement.

o The state's Minimum Expenditure Requirement (MER) provision should be revised to reflect a new focus on student achievement and to ensure that state education funds and local matching funds are spent on education.

o State funding for Regional Education Service Centers should be increased to build their capacity to support professional development for teachers, administrators, and school councils.

o A uniform accounting system should be developed to enhance accountability at the school level and inform school spending policy at the site, district, and state levels.

o Funding should be available to support the development of content and performance standards, curriculum frameworks, and student assessment strategies.

o A new grant should be created to provide school readiness programs for pre-school children with allocations targeted to districts with the greatest needs. An economic model should be established to project the savings that will accrue from expanded investments in readiness programs, and a portion of these savings should be reinvested in early childhood initiatives.

o Bond funds should be provided to support schools' capacity to acquire and use technology. A five-year initiative should be launched to encourage hardwiring of school buildings and equipment purchases.

An additional appropriation for 1995-96 would be needed to support implementation of the Commission's recommendations. The 1995-96 figures include:

o $73 million in new state dollars for the revised basic education grants;

o $15 million for new student achievement grants;

o $10 million for initial work on standards, curriculum frameworks, assessments, and professional development;

o $25 million for pre-kindergarten programs; and

o $50 million in bonding and $25 million in general funds for technological improvements and related professional training.

The Commission strongly urges the funding of its recommendations, realizing that the proposed levels do not meet all the needs identified by its work. We recognize that Connecticut faces limitations in resources and have, therefore, made many difficult choices in developing our funding recommendations. We have recommended efforts, first, to find systemic cost savings that would free up existing resources for reallocation to these new efforts. We have proposed incentives

and model funding as means of stimulating progress and gaining cost-effective experience in implementation, while avoiding the potentially huge expense of launching all initiative immediately in all communities. In other areas, we have proposed a phase-in of already proven reforms in order to keep spending increases under the state's spending cap and in line with the general growth of the state's economy.

The funding we recommend is the bare minimum needed to make a meaningful and measurable effort to address our priority areas. Our proposed funding levels are far beneath those needed to address all important issues. They are, however, a credible package that will enable the essential priorities to be achieved.

The fact that we have made choices among priorities does not reduce the legitimacy of the unfunded needs. Our choices reflect our wish to indicate to the General Assembly, the State Board of Education, the Governor, and the people of Connecticut where the Commission's highest priorities lie. If we believed that more funds were realistically available, we would certainly expand our recommendations in a number of key areas--most significantly in the area of early childhood readiness programs. We did not and will not address the issue of funding levels below those we have recommended. To provide less than the amount proposed is to reduce essential reform initiatives into irrelevant rhetoric.

A Call to Action

The Commission's recommendations invite broad participation in building the high standards and structures our children need. Leadership from all sectors is needed to create a system for education that is committed to the success of every Connecticut student. Parents, teachers, school administrators, local and state officials, staffs of agencies serving children and families, and business and community leaders must share in this endeavor as learners and as active participants.

Minority Reports

January 31, 1994

Governor Weicker, Members of the General Assembly, and
Members of the State Board of Education:

We have appreciated the opportunity to serve as the two teacher members of the 43-member Commission on Educational Excellence for Connecticut (CEEC). We were excited when you, state leaders, emphasized that you wanted not just a superficial once over of current educational policies and practices but a bold reshaping of our state's educational system by CEEC. Our optimism turned to great expectation when CEEC — early on in its work — indicated a desire to turn Connecticut's educational pyramid on its head, putting students, parents and teachers at the top, instead of the present situation where bureaucrats, regulators, administrators, and politicians are at the top dictating what happens in the classroom.

Regretfully, we write today to inform you that CEEC's efforts fall short of the high expectations that teachers hold for the Commission. While CEEC has expounded on fundamentally important principles, such as the proposition that education should produce results, its work has gotten bogged down in recycled cliches and bureaucratic politics. In the final analysis, CEEC seems to have forgotten all about standing Connecticut's educational pyramid on its head. In addition, CEEC neglects to detail a program whereby its initiatives can be evaluated for effectiveness at regular intervals in the future.

We have shared our agenda for school improvement with CEEC members, who have chosen to reject our proposals. Now in the legislature we will aggressively pursue the agenda for school improvement that our nearly 40,000 educators have established. We look forward to working with you in the coming months to enact the important ideas contained in the accompanying Minority Report from Connecticut's teachers. Our Minority Report is divided into two parts. The first section addresses "What is wrong with the CEEC Report." The second part advances "What can be made right in the CEEC Report."

Sincerely,

Frank A. Carrano
Vice President
Connecticut State Federation of Teachers
CEEC Commissioner

Robert F. Eagan
President
Connecticut Education Association
CEEC Commissioner

WHAT IS WRONG WITH THE CEEC REPORT

The proposals being recommended by the Commission on Educational Excellence for Connecticut (CEEC) contain goals as well as specific programs. Teachers are committed to many of the goals, especially high performance standards for both teachers and students; however, they are concerned that some of the specific programs recommended by the Commission render the CEEC plan deficient on delivery to the Governor, General Assembly, and the State Board of Education.

Members of the Commission deserve commendation for the time and energy they devoted to this project. They have done a service to the public policy debate by supporting rigorous standards and high expectations; in recognizing that parents need new vehicles to influence schools; in acknowledging the value of preschool; and in emphasizing that technology is needed in public schools.

Over the past 18 months, CEEC has dangled the prospect of giving local schools real decision-making power and granting well-deserved authority to teachers, but in its final report CEEC retreats to the security of state mandates and the convention of subordinate roles for teachers. With its retreat, the Commission fails to appreciably change the current system of public education. This failure disappoints teachers who believed that CEEC had the potential to change the very fabric of public education.

Commission members had ample opportunity to recognize that the movement to reform public education had no more avid supporters than the state's teachers. Teachers plunged enthusiastically into the reform process because the livelihood and the personal satisfaction they get out of doing their jobs well can only be improved if schools are made as good as they possibly can be for children. Far from dragging their feet, teachers initiated proposals, reworked them, offered suggestions for revisions, bargained, and compromised in the hope that the end product would chart an innovative course.

Teachers' hopes, however, have been dashed. On January 31, 1994, the nearly 40,000 professional educators, represented by the Connecticut Education Association (CEA) and the Connecticut State Federation of Teachers (CSFT), speak with one clear voice as they file this Minority Report. Here are the points teachers want to emphasize:

* **CEEC promised to empower local schools with decision-making authority, yet the final plan prescribed several mandates for schools.**
    - One state mandate requires the creation of school councils, whether or not the individual school decides such action would be prudent. While school councils are attractive, they are productive only if they are sparked at the grassroots. While school councils are appealing, their work only will be meaningful if classroom practitioners have adequate representation on them. CEEC minimizes teachers' experience and training in the makeup of the school councils.
    - Another mandate dictates the dissolution of dozens of kindergarten through grade eight school districts in the state.

A PERSPECTIVE ON REFORM EFFORTS FROM CEA AND CSFT

* **CEEC attacked bureaucracy, but the final report expanded it.**
  - The CEEC plan relies upon the State Department of Education to develop a new licensing system for teachers. This new system will demand a large and expensive administration to regulate teachers, who already are doing the activities that the new system would monitor.
  - The new licensing system should concern taxpayers who could spend as much as $50 million to expand a State Department of Education assessment and support a program that — to date — has been used only on beginning teachers, and has never been comprehensively examined for effectiveness by an independent evaluator.
  - The CEEC plan requires more staff and higher funding for the State Department of Education in the development of new standards, assessments and curriculum frameworks. This approach smacks of big government and is objectionable.

* **CEEC's potential was in changing the culture of schools, but the final report minimized teachers' opportunities for innovation, risk-taking, and genuine authority.**
  - CEEC members have asserted repeatedly that they believe the vast majority of public school teachers are excellent. However, their plan — in practice — points the finger of deficiency at Connecticut's teaching force.
  - The plan demoralizes teachers who can be the only direct change agents in school reform.
  - The plan ignores the reasons that compelled state legislators to pass the Fair Dismissal Law a few decades ago. They adopted the law in response to a long history of abuse — abuse that saw teachers hired and fired because of politics, theology, and whether the child of an influential citizen really deserved a low grade in a particular subject.
  - The plan fails to empower teachers who proposed that Connecticut follow the lead of other progressive states and establish an independent Standards Board for Educators responsible to the people through the General Assembly.

* **CEEC's legacy was in its capacity to unite people, yet the final report divided many people as it satisfied the political needs of others.**
  - The plan rejects compromises advanced by teachers' organizations. These included amendments to the Fair Dismissal Act and recommendations to make teacher evaluation more effective.
  - The plan fails to address the real cost of a world-class system for education. If citizens don't know the real cost they have no financial goals to work toward, and no realistic lens with which to evaluate their own commitment to achieving this world-class system. Moreover, the plan minimizes the gross inequities that exist among school districts by advancing a new school funding formula that is largely politics as usual.

The seams of the fabric of education reform are fraying as the 1994 General Assembly considers the CEEC report. By acting on this evaluation by teachers, however, legislators can salvage some meaningful reform.

WHAT CAN BE MADE RIGHT IN THE CEEC REPORT

A NEW SYSTEM OF GOVERNANCE?

WAIVERS

We believe that since all statutes and regulations are enacted or approved of by the General Assembly, that body alone should retain the authority to grant any statutory or regulatory waivers.

SCHOOL DISTRICTS

We believe that the CEEC proposal to organize schools into K-12 districts should not be mandated by the state, but left as the prerogative of local school boards and communities.

SCHOOL SITE and SCHOOL DISTRICT RESPONSIBILITIES FOR SCHOOL COUNCILS

We believe that school systems should be allowed to create school councils only when agreed to by the local board of education and the teachers' collective bargaining agent. Where such agreement is reached, it must include the size, composition, method of selection, and terms of the school councils.

Where school councils are created, they shall be given the following authority to make:

- budget allocation decisions;
- decisions about curricula and its implementation within the context of district goals and curricula; and
- hiring recommendations to the principal (or to the superintendent, in the case of a vacancy in the principal's slot), who may accept or reject the recommendation but cannot impose a choice.

STATE RESPONSIBILITIES FOR STANDARDS, ASSESSMENTS, AND CURRICULUM FRAMEWORKS

We cannot support the CEEC proposal for development and implementation of performance standards, assessment instruments, and curriculum frameworks unless the State Department of Education is to work in collaboration with local school districts, locally established educator organizations, local parents, and local community members.

We further believe that the state's responsibility should be to provide remedies to assist troubled schools rather than impose a system of rewards and sanctions.

ENROLLMENT OPTIONS

We believe Connecticut should adopt public school enrollment options which expand quality education opportunities for all children. The CEEC recommendations do not address the expansion of *quality* education opportunities because they contain no specific or definitive criteria by which to develop local school enrollment options, or by which to measure the effectiveness of local school enrollment options. The data gathered by the CEEC demonstrate that a pure market philosophy of competition does not provide for sound educational choices. The empirical evidence shows no relationship between school choice and improved student performance. In fact, school choice with no established criteria will damage the public schools well beyond the issues cited by CEEC of racial balance and financial health and, thereby, jeopardize the well-being of the entire community.

CERTIFICATION, RETRAINING, and PROFESSIONAL DEVELOPMENT

We believe that the mandates proposed by CEEC in this area are premature. The cart must not be put before the horse. Before changes are made in requirements for teacher certification and professional development, the student content and performance standards, assessment instruments, and curriculum frameworks for students must be determined and evaluated. Once that work is completed, specific issues concerning teacher preparation, licensure standards, professional development, and

evaluation can be created and adopted to achieve authentic teacher accountability in a new, results-based system for education.

CERTIFICATION

We believe that teacher accountability requires that Connecticut create a Standards Board for Educators — independent of the State Board of Education and responsible to the General Assembly — in order for teachers to assist in fulfilling the charge of systemic reform in a results-based system for education. The authority of the Board would be to (a) set standards for licensure — initial and continuing; (b) issue, renew, and revoke licenses; (c) set the fees for licenses; (d) develop and monitor professional ethics and practices; (e) approve college and university educator preparation programs; (f) conduct research for policy development; (g) propose and administer its own budget; and (h) hire and direct its own staff. Teacher practitioners would comprise 50% of the membership of the Board.

PROFESSIONAL DEVELOPMENT and TEACHER EVALUATION

We believe that more meaningful professional development and a more effective system for the evaluation of teachers should be developed once the student content and performance standards, student assessment instruments, and curriculum frameworks for students have been adopted. Under a new system for education, local teachers, school administrators, and boards of education are the more appropriate parties to make the determination for what is appropriate and needed for professional development and teacher evaluation in their schools.

TENURE

We believe that the first criteria in the Fair Dismissal Law, "inefficiency or incompetency," should be defined by amending it to include "performance over time which constitutes a pattern of failure to meet requirements of the local performance evaluation instrument."

We further believe that tenured teacher dismissal hearings should be before a single arbitrator whose decision would be final and binding.

FUNDING AND RESOURCES FOR A RESULTS-BASED SYSTEM OF EDUCATION

We believe that higher standards and "accountability systems" are not a substitute for appropriate funding to achieve a world-class system of education. In order to achieve a world-class system of education, no reform may be better than any reform that is not funded adequately, consistently, and in an ongoing manner over a period of years.

Unfortunately, the CEEC chose not to deal with the real cost of a world-class system of education, but chose to deal with political reality (i.e., "If we believed that more funds were realistically available, we would certainly expand our recommendations in a number of key areas—early childhood readiness programs.").

The CEEC had the responsibility to determine the cost of a world-class system for education and to develop a financial plan to be supported and implemented over a number of years. The CEEC Report does not show financial vision. We find this unacceptable.

Frank A. Carrano
Vice President
Connecticut State Federation of Teachers
CEEC Commissioner

Robert F. Eagan
President
Connecticut Education Association
CEEC Commissioner

January 31, 1994

MINORITY REPORT TO CEEC

To: Commission on Educational Excellence in Connecticut

From: Kenneth O. Decko, President & CEO
Connecticut Business and Industry Association,

John A. Dillon, Immediate Past President, Board of Directors
Connecticut Association of Boards of Education,

Michelle Stewart-Copes, New Britain Board of Education

Brian J. Flaherty, State Representative, 68th District,

Subject: Minority Report to the Commission on Educational Excellence in Connecticut
Final Report

Date: January 31, 1994

The Commission has worked long and hard to craft a comprehensive reform proposal that will, when implemented, result in significantly higher standards and expectations for all students, and give educators and parents the decision-making authority they need to put best practices into place. Over time, these reforms should result in much higher levels of student performance than we currently obtain.

While we support most of the recommendations made in the final report, we do not believe that we can accomplish them if we remain locked into the contractual constraints of the system as it currently exists. In proposing a highly decentralized system, with significant teacher empowerment and accountability at the building level, we are, in effect, asking for changes in roles, relationships and behavior uncharacteristic of schools.

In industry, as in large public-sector bureaucracies, these changes are requiring considerable investment in training, on-going and intensive. A similar sort of investment in training will need to take place for school systems to make significant changes. As Al Shanker aptly put it "Imagine trying to change things as basic as the culture of the school and the way people teach with a couple of days of in-service training a year and some hours stolen from class preparation periods. ..."

Given the considerable investment that the state has made in public education over the last eight years, we believe that it is unreasonable to expect the general public to support additional salary expenditures for the training investment and time needed. Why? Educator salaries in

Connecticut, for both teachers and administrators are the highest in the country, and class size is the fourth lowest. Although we are often told that it is unfair to ask teachers to participate in staff development beyond the negotiated days in their contracts since training is always paid time in industry, *we believe this is a highly specious argument*. In industry, most employees start off with two weeks of paid vacation per year, with a usual maximum of four. We have spoken often in our deliberations about the outmoded agrarian calendar schools are locked into, yet we accept as a given the fact that while all other professions operate on a twelve-month calendar, the teaching profession is for nine and one-half to ten months, leaving no sustained time for staff development.

Clearly this made sense prior to the Education Enhancement Act, when many teachers had to work in the summer to supplement intolerably low salaries. But today, when the average teacher salary is over $48,000 and many educators are paid upwards of $65,000, we believe the equation must change. We should not have to pull professionals out of the classroom for staff development, nor accept that there is no time to do all that is needed. Indeed, we know that throughout the state, many dedicated and talented teachers are reorganizing their schedules, team-teaching, and doing grade level and inter-grade planning, as well as participating in weekend, evening and summer curriculum development and training activities (for the most part in "paid" activities), because they believe it is critical to make the time.

Rather than asking teachers and administrators to work for "free" as the discussion is being characterized, we are asking that educational professionals operate as other professionals do, on a twelve-month calendar, with significant time for training and staff development, as well as vacations, built into the year.

We, therefore, strongly believe that it is quite fair to recommend that additional days be added to the school year for staff development and/or additional student time as needed, to be decided at the school building level. Indeed, we believe it is grossly unfair to demand additional pay for every minute over the current contracts, given the status and salaries of the profession today.

We also strongly support the concept of linking teacher/administrator performance to student performance. While we are all aware of the difficulties and serious issues many educators face with today's student population, we also know of hundreds of examples of excellent schools producing stellar student outcomes, from some of the most disadvantaged student populations in the country. We know it is possible, with high standards and expectations, but we must also begin to set high student performance goals, target specific achievement levels -- annually, building by building -- and deploy our resources to meet those target goals.

Successful schools do have high levels of parental involvement and do get results, and they are accountable to the students, their families and the community at large. We believe this is due to the professional expertise and commitment of those school personnel who refuse to accept failure or mediocre performance from their students, who welcome and involve parents in meaningful ways, who daily strive to make a difference in the lives of the young people they touch, and who are proud to be held accountable for the results their efforts produce.

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MEMBER
LABOR AND PUBLIC EMPLOYEES COMMITTEE
EDUCATION EXCELLENCE COMMISSION

January 31, 1994

Commission on Education Excellence in CT
c/o CT Department of Education
P. O. Box 2219
Hartford, CT 06145

RE: CEEC Final Report

Gentlemen and Ladies:

This is written as a partial dissent from the Final Report of the Commission.

In very large part the work of the Commission has been a great success. The Final Report's recommendations in regard to higher educational standards for all students, enhanced local control of school policies, programs and curriculum, and increased resources for, and a renewed dedication to, early childhood and school readiness services are extremely praiseworthy.

This very valuable work is a credit to all of the members of the Commission, who worked diligently and with great insight into the needs of our children. In mentioning a few individuals I want to stress that each member made a significant, positive contribution; the people of the State of Connecticut are, I am

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sure, grateful for their service. Bill Connolly and Vince Ferrandino, as Commission Co-Chairs, provided solid, balanced leadership. My colleague in the State Senate, Senator Kevin Sullivan of West Hartford, was an invaluable source of expertise and perspective on issues of education programming. The Co-Chairs of the Funding and Resources Working Group, Robert Yohe of the Olin Corporation and Lawrence Miller of Cooperative Educational Services, performed imaginatively, and with great distinction, in drafting a new school finance formula. Mr. Robert Kennedy, Co-Chair of the Performance Standards Work Group, and Chairman and CEO of Union Carbide Corporation, repeatedly demonstrated great wisdom in seeking creative solutions to the thorniest of problems. Christopher Bruhl, President and CEO of SACIA, consistently brought a progressive and well-informed business community perspective to all of the Commission's deliberations. Every member of the Commission has my deep respect and admiration.

I am compelled, however, to partially dissent from the Final Report for five principal reasons:

First, while the Commission functioned for eighteen (18) months, the general public was able to comment on our work only during the last fortnight of the process. That clearly did not allow enough time for the Commission to successfully explain its proposals to the public. More importantly, it did not allow adequate time either for the public to make its voice thoroughly heard, or for the Commission to properly reflect upon the public commentary that was received.

Second, the Commission's rush at the end distorted its own, internal process. During the first 15 months of work, the Commission deliberated with great care and with complete respect

for the opinions of every member. In the final three months, there was a very regrettable over reliance on parliamentary procedure and divisive vote taking. During the full Commission discussion of the key features of the school funding formula, for example, the debate was prematurely cut short by a motion to call the question. The full Commission debated the entire formula issue for less than six (6) hours in the full eighteen months, and then found it necessary to end debate precipitously.

Third, the Report calls for charter schools, enhanced public school choice and for "expanded enrollment option". I strongly support these general concepts; it is crucial that we introduce a competitive, customer driven dynamic into the public school sector. The Commission had, however, an obligation to itself and its many ultimate audiences to make its recommendations much more specific. Certainly in a period of eighteen months very much more could have been said on this subject than the scanty few paragraphs set out in the Final Report.

Fourth, the Report does not adequately address the needs of gifted and talented youngsters. While the Report does contain expressions of concern for such young people, they are not specifically counted in the formula for school district financial support. This is especially distressing in light of the criticism leveled at the report that "results-oriented" education will result in the "dumbing down" of higher achieving students. Proper attention to the gifted and talented issue would not only have been of great value to the students served, it would have also gone a long way towards addressing one of the most pointed critiques of the Commission's over-all approach.

Finally, the Commission made a major error in its handling of early childhood programs. The Commission correctly stresses

that early childhood and readiness programs are a critical element in improving school performance throughout the K - 12 experience. Rather than seeking to serve as many needy children as possible, however, the Commission opted to create three "model" programs in the State's three largest cities. Such models would include children not in the most critical need of such services. The Commission's rationale for that decision is that the inclusion of less needy children in model programs is more valuable for political reasons (i.e. "avoiding stigmas") than serving the greater number of the most needy children. In my view, such an approach fails to put our very limited resources where they are most needed. In addition, the Commission's political calculation is likely to backfire because "model" programs in three cities will create substantially less political support than would more directly targeted programs in a substantially larger number of communities.

I conclude by again expressing my appreciation and admiration for all who worked to produce the Commission's Final Report. I am confident that the Commission's positive recommendations will have a salutary impact on public education in our state. I am equally confident that the Report's weaknesses will ultimately be addressed in the balance of the education reform public processes that will take place through the General Assembly, the State Department of Education, and the dedicated Boards of Education in our local communities.

Respectfully submitted,

James H. Maloney

JHM:esc

The Commission on Educational Excellence for Connecticut
A Minority Report

"Studies of the most sophisticated U. S. Corporations have consistently failed to find a shortage of skilled labor. Instead, what is emerging is a pictures of corporate America hiding decades of mismanagement behind presumed faults of the education system."

Jonathan Weisman
Kappan Magazine, January, 1993

For years, Corporate America, its political friends and other spokesman, have lectured the American people that America has fallen behind economically because of the public schools. The citizens of the United States have been told that American workers have to become more competitive. Working men and women must be retrained for higher skill jobs. Children must be educated to meet the employment requirements for higher skill jobs if they want to achieve the good life.

Myth #1: America has fallen behind economically because of the public schools and that the public schools of our world competitors do a better job of educating their children.

Response: Does the reader really believe that the following countries have public schools that are superior to American public schools? Japan (Japan has no public secondary school), Macao, South Korea, Malaysia, Indonesia, Thailand, China, Bangladesh, India, Taiwan, Singapore, Hong Kong, Pakistan, the Near East, all African countries, Greece, Italy, France, Spain, Portugal, Ireland, Great Britain, Scandinavia, Germany (Germany has an elitist secondary public school system), Eastern Europe, Canada, Mexico, Guatemala, Honduras, El Salvador, Costa Rica, Brazil and all other South American countries, and the Caribbean Islands.

Some of the countries listed above do not have public schools. The children in some of the countries of the world are subject to exploitation by government and business.

How can these countries have a more highly educated work force than the United States? The answer is they don't.

Myth #2: American workers are not competitive enough.

Response: American society is very competitive. All activities, whether they be social, fraternal, leisure, jobs, sports, whatever, are, for the most part, highly competitive. Americans have always taken pride in their competitiveness. Why this charge? What corporate America and its friends mean by being more competitive is to earn less and work more. The minimum wage in Mexico is $4.25 a day. (While the minimum wage in the U.S.A. is $4.25 an hour, it has increased by only 7 cents per year on average over the past 55 years). For Mexican workers, $4.25 a day translates into .53 cents an hour for an eight

hour work day. The Nike Corporation pays its Indonesian workers who make Nike shoes 14 cents an hour and 16 cents an hour for overtime. Nike pays its workers in China, Malaysia and Thailand the same low wages. Some American corporations have signed contracts with Mainland China that allows goods and products to be made by prisoners who receive no pay. To be more competitive means you accept low wages, be a docile worker, work and live under terrible environmental conditions, with no workplace safety regulations and huge profits for multi-national U. S. Corporations..

Myth #3: U. S. workers must be retrained in order to meet the requirements of higher skill jobs.

Response: What new skilled jobs? Millions of manufacturing jobs have been transferred to other countries. There are millions of highly skilled workers who can't find jobs today in the U.S.A.

Myth #4: Children must be educated to meet the demands of a skilled workforce.

Response: Children in America deserve the best of everything - education, recreation, health care, nutrition, shelter, environment, food, family life, a future. Research has shown that the greatest employment opportunities for the next decade and beyond will be in the low paying fields of clerical work, health care work, janitors, retail clerks, and food service. Where are all the high skill jobs? They are being transferred to low wage countries. Also, the employment trend for at least the next decade is to hire part time employees (less than 20 hours per week) or hire contract workers for a short period.

A Nation at Risk

The nation is at risk but not because of the public schools. The nation is at risk because our economy has been mismanaged by Corporate America with the blessings of the executive and legislative branches of the federal government.

Public schools cannot and should not be blamed for the economic mess in which the nation is engulfed. Public schools are not responsible for the de-industrialization of America.

Yes, our nation <u>is</u> at risk.

1. Many of the children are hungry.

2. Many of the children are without proper health and medical care.

3. Many of the children suffer from improper nutrition.

4. Many of the children live in poor housing or are homeless.

5. Many of the children come from the homes of unemployment or underemployment.

6. Many of the children are physically, sexually, and emotionally abused.

7. Many of the children are from disfunctional families.

8. Many are latch-key children.

9. Many of the children are commercially exploited.

10. Many of the children suffer from the curse of pollution and lead poisoning.

11. Many of the children are subject to social, economic, ethnic, and racial discrimination.

12. Many of our children are killing each other.

Why, then, create CEEC and other similar commissions throughout the country? CEEC and others like it are a diversionary tactic to draw attention away from the real reasons why American society is falling apart.

Conclusion

* Two-thirds of public school children perform exceedingly well on all scholastic assessments by they local, county, state, national, or international tests. Must students outperform their international counterparts. (See Appendix A of Minority Report)

* One-third of public school children to do not perform well on the same tests. These children live in poverty and some live in abject poverty. There is a direct correlation between poor school performance and poverty.

* Public school graduates are competitive and are able to be trained/educated for high skill jobs.

* All public schools, wherever they exist, should be of the highest quality. School Choice is nothing more than a blatant attempt to privatize public schools and to render them institutions for profit and propaganda.

* Testing school age children for lead levels is imperative. The results should be compared with scholastic test results to ascertain if there is a correlation between lead levels in the blood and poor test performance.

* Children should have immediate access to comprehensive health care including dental, vision, mental health, and prenatal care.

- The state should not force a particular educational philosophy on the municipality.
- School councils are not a cure-all for public schools. School councils should not be forced on a community.
- The funding proposal is inadequate.
- The state legislature should honor its commitments to funding education.
- Employee collective bargaining rights must not be subject to politically expedient interference.
- Tenure is an orderly method of dismissal. The tenure law should not be modified.
- Public schools are not responsible for the de-industrialization of the United States.
- The president and the Congress should order Corporate America to return the jobs transferred to other countries. If the corporations refuse, the federal tax code should be changed so that it would not be profitable to export U.S. jobs.

David B. Mulholland, Commissioner
Commission on Educational Excellence for Connecticut
February 1, 1994

Appendices

Copies of the following may be obtained by calling the Commission Office:

- National Association for the Education of Young Children (NAEYC) Accreditation Standards (originally Appendix B)
- National Council for Accreditation of Teacher Education (NCATE) Standards (originally Appendix D)
- Outside Consultants Listing (originally Appendix F)
- Commission Work Group Membership Rosters (originally Appendix G)

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

POSITION STATEMENT ON THE EDUCATION OF STUDENTS WITH DISABILITIES

The Connecticut State Board of Education believes that all students possess unique physical, cultural, linguistic, intellectual and psychological characteristics. The Board also believes that a unified and coordinated system of educational opportunities, designed to address individual needs, better serves and benefits all students than the wide variety of categorically designed services and programs that are most frequently found in today's public schools. The Board supports the development of educational models that create systemic unity between special and general education, and multiple instructional strategies that include, to the maximum extent appropriate, special needs students in the general education environment.

The Connecticut State Board of Education supports the concept that the goals of special education and the expectations for students with disabilities are the same as those outlined for all students in Connecticut's Common Core of Learning. Connecticut's public education system has the duty to provide opportunities for all students with disabilities to achieve the statewide student goals (motivation to learn, mastery of the basic skills, acquisition of knowledge, competence in life skills, and understanding society's values). The Board presumes that these goals are best achieved in the school the student would attend if he/she did not have a disability. Furthermore, the Board believes in the continuous monitoring of student growth and outcomes. The demonstrated performance of these skills, knowledge and attributes must become a greater focus for both the special educator and the greater education community.

Achieving the above goals will require:

- Enhanced collaboration among schools, home and community, and between general and special educators;
- Enhanced opportunities for integration of students with and without disabilities in educational and community settings;
- A reduced regulatory burden, with a focus on quality instruction;
- An emphasis on early identification and integrated intervention services;
- Concerted efforts on behalf of the state's multi-cultural and economically-deprived populations;
- Strengthened coordination and prevention efforts in the areas of school psychology, guidance and counseling, social work, speech and language and health services;
- Enhanced professional staff development and training for education personnel in individually designed instruction and curriculum modifications;
- A revision of special education funding that fosters student-centered services and efficient utilization of resources;
- Advancing state of the art and professional skills regarding inclusive education practices; and
- The reduction of variation among and within school districts in the areas of identification, programs, and outcomes of students with disabilities.

Implementation of these strategies will result in students with disabilities who value themselves as capable individuals, who make successful transition(s) to employment and/or further education and who are self-sufficient, productive and contributing members of society able to make informed personal choices and function successfully as family members, workers, learners, citizens, friends and consumers.

ADOPTED
December 2, 1992

Appendix A

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

POSITION STATEMENT ON THE EDUCATION OF GIFTED AND TALENTED STUDENTS

The mission of the Connecticut State Board of Education is to ensure that "each child shall have . . . equal opportunity to receive a suitable program of educational experiences," as charged in Section 10-4a of the Connecticut General Statutes. The Board recognizes that there are some students with "extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs . . . " (CGS 10-76a(e)). The Board therefore affirms the following:

- As a matter of equity, the public schools should meet the educational needs of gifted and talented students.
- Schools should expand enrichment opportunities for students who have been underidentified and underserved, including those from economically disadvantage, racially and ethnically diverse backgrounds.
- Curricular and instructional modifications should occur in the regular classroom as part of a systemically integrated approach to meeting the needs of all students.
- In addition to the regular classroom, a range of placement settings should be available for specialized instruction.
- All educators working with gifted and talented students should receive special training.

Connecticut schools should provide for all students more challenging curriculum and instruction which nurture strengths, interests and abilities. All students, including those with exceptional gifts and talents, deserve a carefully planned educational program which is tailored to individual needs and which helps each develop their special abilities. In the ideal school, the learning experiences for all students should provide a wide range of activities that are designed to foster open-ended growth and to accommodate varying interests, abilities and learning styles.

Quality instruction for gifted and talented students is differentiated by faster pacing and greater depth and breadth, higher levels of abstraction and complexity, and presentation at an earlier age. Learning experiences which have been particularly successful with these students include in-depth investigations of special topics, directed independent study, regional or statewide off-campus courses, internships, mentorships, and peer teaching, all of which should respect each student's preferred learning style. In addition, all school staff should be sensitive to gifted and talented students' social and emotional development, which may not match their advanced intellectual, academic or creative development. Opportunities should be provided for both direct instruction and facilitation by those trained specifically to work with gifted and talented students, as well as by regular classroom teachers. These opportunities should be an integral part of the student's total program, occurring for a significant portion of school time.

As required by statute, all students who are gifted or talented must be identified. The purpose of assessment should not be simply to label or to exclude, but rather to determine areas of unusually high performance or potential and to develop them to the maximum extent. The Board recognizes that there exists a broad spectrum of gifts and talents and that exceptionality may be exhibited in one or more specific areas, but not necessarily in all. For these reasons, assessment must be accomplished by methodologically defensible and multiple procedures which can include portfolio review, performance-based assessment, judgment by experts, bias-free standardized tests, as well as information from teachers and parents.

Regular classroom instruction should be structured in ways that accommodate the needs of gifted and talented students, and efforts should be made to enable all teachers to provide appropriate curriculum and instruction. It is also essential to have a varied repertoire of other instructional settings available to provide suitable educational experiences for these students. Gifted and talented students also need opportunities to interact with each other for a portion of their school time. Interaction with others learning at a similar pace and level provides additional intellectual challenge, social and emotional support, and the opportunity to gain a more accurate perspective on their own abilities and those of others. Because this cannot occur without appropriate training, the Department is committed to helping school districts provide the necessary professional development activities.

No society can afford to neglect its human talent. The Board therefore encourages the state's public school districts to continue and to enhance their efforts to develop and implement a planned, suitable, challenging and integrated program of instruction for each gifted and talented student.

ADOPTED
June 21, 1993

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

POSITION STATEMENT ON APPLIED EDUCATION: ENHANCING CONNECTICUT'S SCHOOL TO WORK TRANSITION OPPORTUNITIES

Introduction: There is a direct correlation between the health of the Connecticut economy and the ability of schools to prepare students to be productive and contributing members of society, and to take their place in the workforce. Programs that teach students to read, write, compute, think, make decisions, work in teams and use technology will ensure a Connecticut workforce that competes internationally in an era of an information explosion and high technology demands. Applied curriculum programs are an investment in human capital and link the educational community to the employment world.

Definition: Applied education is competency-based, experiential learning which uses an employment-related context to help a student develop: basic, academic and problem-solving skills; an understanding of the needs of the workplace; and specific occupational knowledge. The goal of applied education is the same as for all education, to assist individuals to become productive and contributing members of society, capable of economic self-sufficiency, life-long learning, and adapting to change.

The Strengths Of Applied Education are its ability to serve diverse individual interests, accommodate different learning styles, and achieve various desired outcomes. A student's ability to master the basic skills is enhanced through efforts to use those skills in practical applications. Applied education requires students to demonstrate the knowledge, skills, and attitudes described in Connecticut's Common Core of Learning through hands-on experiences. Applied education provides a career ladder and the potential for further education; not solely or even primarily occupational training; not instruction intended merely for entry-level jobs; and not preparation for only those occupations requiring less than a baccalaureate degree.

Background: Changing technology and intense competition from other industrialized nations have increased the knowledge levels that students will require, if they are to reach their full potential in the occupations they enter as adults. A high school education is no longer enough to prepare individuals for lifelong economic self-sufficiency. Therefore, high school programs should be part of a continuum of learning that progresses throughout life and forms a solid foundation for further learning in postsecondary institutions and the workplace.

Because a more sophisticated and technological economy demands an ever-increasing level of knowledge and skills, the State Board of Education believes that the following components provide a solid foundation that should be provided to all students in order to enable them to succeed in applied education courses and to prepare them for the workforce: basic skills, integration of basic skills, career awareness, employment-based learning, technology, leadership, higher order skills, community service. This foundation of skills may be obtained in the comprehensive high school in the following applied education programs: marketing education, business education, life management, technology education, medical careers, and cooperative youth education.

Conclusion: The experiential learning provided by applied education is for all students. Clearly, applied education is an instructional process as well as a body of knowledge that provides opportunities for all students to develop responsibility, self-motivation, and interpersonal skills. All these are essential elements contained in Connecticut's Common Core of Learning and lead to the development of student self-esteem, and a respect for the dignity of work. Applied education, through experiential learning, can help all Connecticut students attain the goals inherent in the Common Core of Learning. Every student should be offered the opportunity to benefit from a quality applied education experience.

ADOPTED
February 3, 1993

Appendix A

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

POSITION STATEMENT ON ADULT EDUCATION

The Connecticut State Board of Education believes that every adult resident is entitled to education programs necessary to achieve a high school diploma; including basic literacy, elementary education, English as a second language, secondary school courses and/or preparation for equivalency or proficiency examinations.

Furthermore, while the mandate for adult education is placed on every local board of education, the State Board of Education believes that only through a regional approach with multiple collaborating providers can all adult learners be served. The regional approach should be cost-efficient, with a greater range and with clear and measurable standards to assure a higher quality of programs, and provide for social interaction and integration. Regional adult education program administration does not mean that programs cannot be offered at as many local sites as necessary. The concept of multiple collaborating partner providers is demanded by the experience of the past—no one institution, or agency, can do this job alone. Local boards of education, community based organizations, literacy volunteers, vocational-technical schools, community-technical colleges, regional education service centers, employers and unions, and others all need to play a role in adult education.

Adult education must become the partner of early childhood education, elementary/secondary education, employers, and community organizations and social service agencies. Research evidence points to the success of family and workplace literacy initiatives in terms of their impact on more than just the student. Every job training initiative has identified successful basic skills education as the key to employment.

Federal, state and local job training programs offer a broad array of options for focusing, or re-focusing, an individual's career goals. The Board believes that these options need to be coordinated and communicated in a more effective manner. This will require the highest level of cooperation and collaboration among state agencies, local and regional groups. In addition, adult students need to have their health, family, economic and personal problems recognized and appropriate support must be provided by one or more of the collaborating agencies.

Lastly, the State Board of Education believes that additional resources—local, state, federal and private—are needed to accomplish the goals of adult education. In the near future, state government should become the dominant funding source for adult basic education programs. As a society, there has not been an adequate investment in individuals needing a second chance for their basic education. This additional investment must be weighed against the costs of ignorance—including incarceration, substance abuse, welfare, physical and mental illness, unwanted children and the costs of non-productivity—including taxes not paid due to dollars not earned and not spent. Adult education is the primary tool to reverse the general dependency of an individual. Education, employment and income are the keys to self-sufficiency and empowerment of the individual. Connecticut must recognize adult education as an economic imperative; an investment critical to the social and economic fabric of the community.

ADOPTED
December 2, 1992

CONNECTICUT GENERAL STATUTES, SECTION 10-4g

"STUDENT AND PARENT RESPONSIBILITY"

Sec. 10-4g. Programs to encourage participation in the educational process. (a) The state board of education shall develop and distribute to all local and regional boards of education a model program to encourage the participation of parents in the local or regional educational system. The model program shall include, but not be limited to, the establishment of local or regional panels with representatives of parents, students, teachers, administrators and local or regional boards of education assembled to foster model agreements between parents and their children with the cooperation of the school, such agreements to cover goals and objectives for the student for the school year, and to adopt agreements to foster cooperation between such representatives regarding matters such as academic rights and responsibilities, codes of social conduct and disciplinary policies. The model program developed by the state board shall provide model agreements for the use of such local or regional panels in the development of their own local or regional agreements.

(b) The state board of education shall develop a program to encourage local and regional boards of education to develop and implement plans to involve parents of students in the educational process in that district. The local programs shall include, but not be limited to, providing parents with opportunities to meet with their children's instructors for the purpose of reviewing the curriculum of their child's program and developing strategies for parents to actively assist in the educational process. Such local programs shall also include the development of written materials designed to familiarize parents with their child's curriculum and to detail specific activities parents and students may undertake together to enrich the child's education experience and development. The state board of education shall develop such program on or before January 15, 1985, and shall immediately distribute the materials explaining the program to all local and regional boards of education. Boards of education may submit their plans to the state board of education and the board shall select and distribute model plans to local and regional boards of education.

(P.A. 84-209, S. 1, 2.)

COMMISSION ON EDUCATIONAL EXCELLENCE FOR CONNECTICUT
THE FUNDING AND RESOURCES WORK GROUP

Investing in Excellence: Funding Education in Connecticut

Introduction

In our vision, all Connecticut students will possess the high level of knowledge and skills essential to their complete development as citizens and workers and to the success of our society as a whole. Their achievement of these high standards is a reflection of Connecticut's commitment to excellence in education and equality of opportunity throughout the state.

The mission of the Funding and Resources Work Group has been to ensure the distribution of education funds effectively, equitably and efficiently in a manner reflecting school and student need and in support of the Commission's plans for educational excellence.

School Finance Reform

Education is a complex activity and educational outcomes are the result of the interplay of many factors. Although funding is only one input into the education process, dollars do make a difference. While no one would argue that money is the only important input or that every education dollar is currently well spent, there is ample evidence that disparities in expenditures do result in different levels of programs and services available to students. At the same time, the public is skeptical, and rightly so, about simply adding more dollars without examining the effectiveness and efficiency of current programs and spending practices. The public is demanding more effective use of current education resources.

School finance reform has been a state policy issue since the Horton vs. Meskill case (1977) which established the state's constitutional responsibility to ensure equal educational opportunity. This case focused on educational inputs, programs and services, and the differing ability of towns to raise the dollars needed to provide these programs. In the Horton case, Judge Rubinow did not endorse a specific set of educational inputs, saying that educational needs differed from town to town. More recent court cases in other states (Kentucky and Alabama, for example) have shifted the focus from equity in funding to the adequacy of programs and to outcomes.

"SCHOOL FINANCE REFORM IN THE 1990'S MUST PUSH BEYOND FISCAL INEQUITIES AND DETERMINE CONNECTIONS AMONG STUDENT OUTCOMES, EDUCATION PROGRAMS AND EDUCATION FUNDING" Alan Odden, Center for Research in Education Finance, University of Southern California

Connecticut responded to the Horton case in 1979, by shifting its basic education aid to towns from a flat grant per pupil for each town to a Guaranteed Tax Base (GTB) grant based on local property and income wealth per person and local education tax effort. In addition, state categorical grants for programs such as special education, transportation, school construction and adult education were placed on a sliding scale giving proportionately more state aid to the poorer school districts. In 1986-87, the State began a three year program of state aid to towns (education enhancement aid) to support increases in teachers' salaries to make them more competitive with other jobs requiring similar education and training. In 1989-90 the State replaced the original education equalization grant program (GTB) with a new state aid program called the Education Cost Sharing (ECS) grant. In its first year (1989-90) total funding for the new ECS grant exceeded the funding provided in 1988-89 through the GTB and education enhancement grants combined.

The current ECS grant formula measures *town wealth or ability to pay for education* as a combination of property and income wealth per weighted student. The formula also sets a *required minimum spending level* for each town. This minimum spending level is known as the Minimum Expenditure Requirement (MER). The state pays a share of the MER to all towns whose *town wealth* is less than the state guaranteed wealth level. The state's share increases as town wealth decreases.

State and Local Partnership

Fiscal Year 1989-90 marked a decade of increased state funding for education following the Horton vs. Meskill case. The state's share of expenditures for public elementary and secondary education had increased from 32% to 45% despite several cutbacks in projected state funding for the GTB . The state's long term goal, adopted in 1979, was to achieve a 50-50 state and local partnership in funding education. This goal respects the tradition of local control of education, while at the same time, reflecting the magnitude of the state contribution needed to significantly equalize the ability of the poorer school districts to finance education (level the playing field). It also reflects the state's commitment to quality education and recognizes the importance of a well-educated population to the state's economy.

Since 1990, a downturn in the state's economy has further limited the amount of new state dollars available for aid to education. This has shifted the burden of increased costs back to the local property tax base. The state share now stands at 40% of the $4.2 billion spent from all funding sources on public elementary and secondary education in Connecticut.

State Aid to Towns

The State's major education aid program (ECS) has not been funded as originally adopted. It was amended in the first year (1989-90) to reduce the state funding level and reduce aid to hold harmless towns. It has been further amended each year. Almost from the start, concerns have been raised about its ability to fully and fairly measure each town's capacity to finance education. In fairness to the formula, however, whatever its flaws, it has been severely distorted by the failure to fund it fully.

In terms of both ability and willingness to fund education from local tax revenues there are four (4) Connecticuts:

- **the big cities** with concerns about municipal overburden and poverty;
- **small rural towns** with poor property tax bases;
- **small cities and inner ring suburbs** with aging populations, significant demands for public services and a fully developed property tax base; and
- **outer ring suburbs** with high property tax wealth and relative low demand for public services.

So far no one state aid formula has seemed to be able to reflect all these varying needs. The Funding Work Group has struggled to find a combination of factors that accurately reflects these needs and to incorporate them into one aid formula.

"IT'S NOT AXIOMATIC THAT MONEY IS GOING TO IMPROVE THE SYSTEM, BUT IT'S ALMOST AUTOMATIC THAT LACK OF MONEY WILL DESTROY OR DEGRADE IT." Texas State Senator Carl Parker

Budget Dilemma

In the past, the state's commitment to education funding was obviously closely related to the availability of state revenue to support the commitment. There is now a new variable added to the mix: the spending cap endorsed in 1992 by an overwhelming majority of Connecticut's citizens as an amendment to our constitution.

As the work group grappled with the many complex issues associated with funding, we faced some difficult choices. Should we construct the "ideal" funding system, assuming unlimited dollars and ignoring the state's fiscal condition and spending cap constraints? Or, at the other extreme, should we act with extreme fiscal caution, knowing that to build a funding system around a depressed economy will leave us unable to achieve many of the Commission's goals?

Recommendations

A. We recommend consolidation of the Education Cost Sharing (ECS), Special Education,* Public School Transportation (including transportation to vocational agriculture and vocational-technical schools), Bilingual Education, and Priority School District grants into a new basic education grant.

B. We recommend a major reconstruction of the basic education grant program -the Education Cost Sharing (ECS II) grant - as follows:

1. Expanding the definition of *ability to pay for education,* including:
   two alternative definitions of town wealth using two definitions of income and two definitions of property wealth (per student and per capita),
   a measure of student poverty,
   a measure of population density (a municipal overburden factor),
   a measure of high pupil transportation costs (a rural overburden factor), and
   a measure of combined student concentration and limited resources.

2. Revising the definition of *student need* by:
   replacing the adjustment for Connecticut Mastery Test (CMT) scores below the remedial level with a new adjustment for CMT scores below the mastery goal level, and
   eliminating the student poverty adjustment (see the proposed new definition of *ability to pay*) , and
   adding an adjustment for students with limited English proficiency (LEP), and
   including all special education students in the total student count.

3. Increasing the *foundation level* to reflect current state funding for the consolidated grants (ECS, special education, transportation, bilingual education, and priority school district grants).

4. Funding the revised ECS grant (ECS II) beginning in 1995-96 based on a total of $1.348 billion, which reflects the projected 1994-95 combined state funding for the consolidated grants, $1.274 billion, plus $74.3 million in new state dollars.

Estimated annual increase in state aid -$74.3 million; projected annual increase if no grant consolidation - $45 million.

* excluding the "catastrophic" cost grants that fund high cost placements

5. Increasing ECS II aid to individual towns each year at a percentage of the difference between their new grant target aid and their 1994-95 aid for the consolidated grants. All towns that are entitled to an aid increase will get at least a ten percent phase-in, with the remaining balance allocated to the neediest school districts, thereby accelerating the phase-in for high need districts.

6. For purposes of the ECS II grant, defining high need districts as those with combined decile scores of 18 or more based on their decile rank on two need measures:
   * *children in families receiving ADC as a percentage of the 5 to 17 year old population in the district (town),* and
   * *average mastery percentage below goal.*

   Currently, 28 districts meet the above criteria.

7. Eliminating hold harmless grants while providing for a transition by limiting aid reductions to any one town to no more than 3% annually.

8. Providing some increase in the predictability of state funds by calculating ECS II target aid to towns once every two years and paying annual grants based on this target for the two years coincident with the biennial budget.

9. Requiring districts that receive priority school district aid in 1994-95 to dedicate, in future years, a portion of their school budget equal to their '94-'95 priority school district grant on project(s) supporting one or more of the areas targeted in the present priority school district grant legislation - early childhood education, parent involvement and drop-out prevention. Such districts shall continue to submit plans to the Commissioner.

C. We recommend a new state grant to recognize student achievement. The new mastery achievement bonus will recognize both the district's success in maintaining and improving in student achievement. The district, in turn, will be required to allocate the dollars from this grant to individual schools based on some measure of the school's contribution to improved student achievement. School site councils will decide how to use the bonus funds. Connecticut Mastery Tests will serve as the measure of student achievement for the grant.

Funding will begin at $15 million. Although the proposed funding for this grant program is initially very small (about 1% of the ECS II grant), new aid will be added as student achievement improves. The ECS II grant formula recognizes, as a measure of student need, the number of students scoring below the goal level on the CMT. Consequently, as more students achieve the goal, the dollars allocated through the student need factor of the formula will decrease and can be reallocated through the proposed mastery achievement bonus grant.

Initially each district will get a grant of $75 per student based on the number of students currently achieving at or above the mastery goal. Each year as the number of students scoring above the goal level increases, the district will get, in mastery achievement aid, the same amount of state aid that it would have received through the ECS II grant if those improvements had not occurred.

Estimated cost in 1995-96 : $15 million

D. We recommend a continuation but no expansion of the current state aid bonus for regional school districts.

E. We recommend reforming the Minimum Expenditure Requirement (MER) program to :

1. reflect the changes in the ECS II grant program incorporating special education, transportation, bilingual education and priority school district funding into the foundation level;

2. ensure that low spending towns (below the 25th percentile in spending) use all their new state aid and, subject to ability to pay, a local match requirement to increase total local spending for education;

3. exempt low spending towns that have high municipal tax rates from a sliding -scale portion of the local match requirement in the first two years and provide a continued exemption if the school district can show a significant increase in mastery goal achievement during that two year period;

4. require towns ranked between the 25th and 75th percentiles in spending to use some portion of their new aid to increase total local spending; and

5. exempt from any minimum spending requirement any town ranked above the 75th percentile in spending or any town where at least 75 % of the students tested in the latest CMT scored at or above the goal level.

F. We do not recommend a shift to fiscally independent school districts. The MER recommendation offers a means to ensure that new state dollars are used for education in certain circumstances. A review of town spending for the past five years revealed that only one town did not spend all new state education funds for that five year period on its schools. The work group also notes that many towns now have the option, by local charter, to vote by referendum on town budgets and that in some town referenda the municipal and school budgets are voted on separately. While many states have fiscally independent school districts, there are at the same time significant tax or spending restrictions that can only be exceeded by referendum.

G. We recommend that the State Department of Education work with the Connecticut Association of School Business Officials and other interested groups to study and make recommendations on a uniform accounting system for school districts and schools that will inform school spending policy at the site, district and state levels. This accounting system should support site-based management of schools and enhance accountability at the school level.

H. We recommend an increase in state funds to Regional Education Service Centers to build their capacity to support new initiatives for professional development for teachers and administrators and school site councils. The revised state aid formula for RESCs will distribute funds based on three components: a uniform base grant allocation to all RESCs, an allocation based on the number of school districts served by the RESC, and an allocation based on the number of students in those districts.

Estimated 1995-96 RESC grant: $3 million, an increase of $1 million over 1994-95 grants.

I. We recommend that funding be made available to support the development of and implementation of new curriculum frameworks and student assessment strategies to implement world class academic content and performance standards.

Estimated cost in 1995-96: $4.8 million. Increasing to $11.4 million by 1999 as programs are developed and implemented. In 1993-94, $2.2 million was appropriated for student assessments.

J. The Commission recognizes the long term savings of early childhood education and recommends that the state invest now in early childhood education to achieve later savings. We recommend a new grant to school districts to provide school readiness programs for 3 and 4 year olds. We recommend that the grants be made available, initially, to the three school districts with the highest need - Hartford, Bridgeport and New Haven. These three districts would be required to provide a school readiness program to all eligible 3 and 4 year olds. In addition, state grants would be available, on a competitive basis, to a small number of other districts to either provide school readiness programs or to establish family resource centers affiliated with local schools.

To be eligible for the school readiness grant, the three districts will have to
* submit a plan showing a school readiness needs assessment and
* provide a program of at least 450 hours annually.

The readiness program must have components covering
* education,
* parental involvement and training, and
* health and nutrition,
and
* provide a bridge to kindergarten programs.

Districts may create and operate their own programs or purchase places for children in local programs that meet program guidelines and standards. The standards will include that the readiness program has received or has applied for accreditation from the National Association of Education for Young Children (NAEYC) or an accreditor approved by the Connecticut State Board of Education. If the district purchases places in existing programs then parents will be given the opportunity to choose from a list of approved programs. Districts will also be required to collaborate with the Department of Social Services (DSS) and other agencies to arrange for wrap arou child care for children and to maximize the effective use of all revenue streams supporting early education and care. Coordination will be required with other early care and education programs, as appropriate.

The district must offer a program for every 3 and 4 year old child whose family applies. Using state funds, the district must pay for the full cost of the program for all children whose family income is below the poverty level. The district may establish an income-based fee schedule for participation in the program to supplement state funds for children in families with incomes above the poverty level.

We recommend sufficient state funding to cover 100% of the reasonable cost of providing a program for all 3 and 4 year old children in families with incomes below the poverty level and sufficient additional state funding to provide a program for all other eligible children assuming an income-based fee schedule for their families. We recommend that towns not be required to use local revenues to fund this program although towns may, if they chose to, provide the family match funds from local tax sources.

School districts that apply for the competitive grants may either apply to provide a school readiness program similar to that outlined above or to provide a family resource center affiliated with a local school. We recommend that funding for both these programs be increased annually.

Estimated cost in 1995-96: $20 million for the first year of the program in the three large city school districts plus an additional $5 million for competitive grants to other districts. This amount assumes that these districts continue existing programs for 3 and 4 year olds. This proposal is not intended to replace existing head start programs or any other programs currently funded .

K. We recommend that funding be available for the training and re-training of teachers and administrators and school site councils to the support systemic reform initiatives adopted by the Commission. We also recommend funding to support the establishment and operation of the Professional Teachers Standards Board.

Estimated new cost in 1995-96: $ 4.9 million. Increasing to $ 11.3 million as reforms are developed and phased in. Funding estimates are in addition to $3.9 million in current funding for the BEST program and SDE sponsored Institutes for Teaching and Learning.

L. We recommend that bond funds be made available to support a program to build the capacity of schools to take advantage of the tremendous opportunities available through technology for both the purposes of instruction and management. Presently many of our state's classrooms are without so much as a telephone, let alone more advanced technology. We propose a five-year program with two separate bond funds. The first, at $50 million per year, would support the activities necessary for upgrading electrical systems and hardwiring school buildings. The second, at $25 million per year, would pay for equipment. In order to be eligible to apply for these funds, a school district

would be required to submit an analysis which identifies technology needs and a plan to address those needs, including training needs. It is our hope that the business community will contribute its expertise in this area as districts undertake needs assessment and planning activities. To encourage school district participation, during the five-year period districts would receive a 20% bonus on their present rate for school construction reimbursement. The current sliding scale runs from 20% to 80% of eligible costs; reimbursement in the proposed program would start at 40%, with the state's neediest district eligible for 100%. Infrastructure for technological capacity should also be required for any new school building projects in which the state is a financial partner.

Estimated cost in 1995-96: $75 million in bond funds: $25 million for equipment (hardware and software) and $50 million to upgrade existing schools for power, data, video and voice communications.

Final Notes:

In the past few years, the public education system, like all other sections of the economy, has had to make major adjustments in the face of difficult economic times. And fiscal constraints will remain a reality for Connecticut for some time to come. As a result, the effort to achieve efficiencies and increased productivity must become a continuing strategy for our schools. As a practical matter, our schools need every dollar presently available to them, but we also acknowledge that not every dollar is now spent as cost-efficiently as possible. While the Commission is recommending increased funding for educational initiatives, we wish also to send a clear message regarding our expectation that, to some extent, these initiatives will, over time, result in savings that could then be reallocated

We believe too, that

* the proposed integration of categorical grants into a more comprehensive foundation-based grant removes what small incentive might remain to spend to obtain reimbursement;
* the proposed financial structure provides a greater stability for local budgeting;
* the proposed reduction in mandates, K-12 district organization and decentralization of governance should free up dollars for reallocation: and
* the proposed funding for early childhood programs and educational technology represent investments that will yield significant future savings.

Early in our deliberations the members of the Funding and Resources Work Group agreed that the property tax bears too great a share of the cost of elementary and secondary education in Connecticut. Resource equity and opportunities for excellence will be less attainable so long as so great a portion of the cost burden statewide relies on local property taxes. It is also our shared belief that local property taxes are generally too high in Connecticut particularly in certain communities. However, we also realize that a complete transfer of the revenue base for funding K-12 public education would cost far more than realistically can be expected given Connecticut's current state economy and the recently enacted statutory and constitutional limitations on state spending which constrain growth in the amount of state expenditures. Accordingly, we agree that it would be unrealistic to make recommendations that significantly exceed, in total, the limits imposed by the state spending cap. As a result, we have held our recommendations, in total, to an increase of approximately $200 million for the first year.

In the above recommendations we have allowed nothing for the costs, as yet unbudgeted, of current interdistrict and magnet programs or of the initiatives to be developed through the regional planning process arising from the new law concerning improving educational quality and diversity. We recommend that the newly established Committee on Educational Equity and Excellence (Ct General Statutes 10-4n) be asked to monitor the costs and impact of the programs developed as part of the regional planning process. The Committee should also develop recommendations on the "portability" of funding as more students begin to attend magnet, interdistrict or out-of-district programs. The Committee should, further, be asked to monitor and report on matters related to cost-efficiency and potential reallocations. Finally, the Committee should be asked to review and make recommendations on the structure and financing of the state's school construction grant program.

January 21, 1994

SIMULATION

ESTIMATED STATE AID FOR 1994-95* AND 1995-96 UNDER ECS II

January 14, 1994

STATEWIDE	1,273,655,765	1,348,443,047	14,847,706	1,363,290,753	89,634,988

TOWN NAME	1994-95 ESTIMATED STATE AID	1995-96 ESTIMATED ECS II GRANT	1995-96 ESTIMATED MASTERY ACHIEVEMENT BONUS	1995-96 ESTIMATED TOTAL AID	ESTIMATED 1995-96 INCREASE
ANDOVER	1,248,971	1,309,274	15,125	1,324,399	75,428
ANSONIA	9,659,170	10,082,135	85,964	10,168,099	508,929
ASHFORD	2,703,639	2,816,836	29,701	2,846,537	142,898
AVON	130,270	126,362	104,590	230,952	100,682
BARKHAMSTED	1,288,548	1,340,726	23,372	1,364,098	75,550
BEACON FALLS	2,732,968	2,874,788	21,888	2,896,676	163,708
BERLIN	3,346,520	3,620,917	107,166	3,728,083	381,563
BETHANY	1,724,764	1,772,866	32,402	1,805,268	80,504
BETHEL	8,049,371	8,379,153	123,494	8,502,647	453,276
BETHLEHEM	1,057,629	1,138,091	20,267	1,158,358	100,729
BLOOMFIELD	2,199,769	2,295,521	63,289	2,358,810	159,041
BOLTON	1,916,285	2,033,312	34,585	2,067,897	151,612
BOZRAH	1,176,091	1,221,573	11,498	1,233,071	56,980
BRANFORD	1,383,156	2,020,667	125,561	2,146,228	763,072
BRIDGEPORT	105,611,154	113,016,874	246,943	113,263,817	7,652,663
BRIDGEWATER	98,751	101,663	10,234	111,897	13,146
BRISTOL	26,889,814	28,804,493	240,991	29,045,484	2,155,670
BROOKFIELD	1,429,395	1,479,208	94,284	1,573,492	144,097
BROOKLYN	5,285,897	5,576,065	38,210	5,614,275	328,378
BURLINGTON	3,709,051	3,835,715	55,034	3,890,749	181,698
CANAAN	171,066	181,901	6,415	188,316	17,250
CANTERBURY	4,432,500	4,677,462	34,468	4,711,930	279,430
CANTON	2,039,828	2,079,563	57,008	2,136,571	96,743
CHAPLIN	1,810,693	1,866,969	10,471	1,877,440	66,747
CHESHIRE	8,424,016	8,730,229	176,921	8,907,150	483,134
CHESTER	576,083	619,948	20,546	640,494	64,411
CLINTON	6,113,128	6,380,649	76,440	6,457,089	343,961
COLCHESTER	7,370,730	7,832,177	68,109	7,900,286	529,556
COLEBROOK	214,527	234,598	7,224	241,822	27,295
COLUMBIA	2,017,855	2,097,275	29,426	2,126,701	108,846
CORNWALL	13,482	20,545	11,063	31,608	18,126
COVENTRY	6,529,540	6,856,637	59,057	6,915,694	386,154
CROMWELL	2,702,730	2,894,977	66,560	2,961,537	258,807
DANBURY	15,413,974	16,055,834	234,290	16,290,124	876,150
DARIEN	98,065	95,123	127,024	222,147	124,082
DEEP RIVER	1,278,295	1,371,960	24,661	1,396,621	118,326

The estimates included in this simulation are derived from data elements and/or data projections that will change by the time an actual grant is calculated even if the formula were to be adopted exactly as proposed. Consequently, actual grants for most, if not all towns, would differ from these estimates.

Appendix E

SIMULATION

ESTIMATED STATE AID FOR 1994-95* AND 1995-96 UNDER ECS II

January 14, 1994

STATEWIDE	1,273,655,765	1,348,443,047	14,847,706	1,363,290,753	89,634,988

TOWN NAME	1994-95 ESTIMATED STATE AID	1995-96 ESTIMATED ECS II GRANT	1995-96 ESTIMATED MASTERY ACHIEVEMENT BONUS	1995-96 ESTIMATED TOTAL AID	ESTIMATED 1995-96 INCREASE
DERBY	4,049,803	4,524,479	41,777	4,566,256	516,453
DURHAM	3,301,929	3,483,769	38,391	3,522,160	220,231
EASTFORD	845,164	873,454	7,697	881,151	35,987
EAST GRANBY	596,203	635,520	30,413	665,933	69,730
EAST HADDAM	2,523,402	2,678,198	43,092	2,721,290	197,888
EAST HAMPTON	5,953,241	6,215,935	66,869	6,282,804	329,563
EAST HARTFORD	14,509,716	16,268,445	198,353	16,466,798	1,957,082
EAST HAVEN	11,986,752	12,792,732	96,698	12,889,430	902,678
EAST LYME	4,945,707	5,223,777	89,519	5,313,296	367,589
EASTON	186,786	183,197	48,841	232,038	45,252
EAST WINDSOR	3,362,110	3,508,575	49,135	3,557,710	195,600
ELLINGTON	6,544,029	6,789,934	75,628	6,865,562	321,533
ENFIELD	22,047,515	23,023,216	237,041	23,260,257	1,212,742
ESSEX	150,524	149,239	33,546	182,785	32,261
FAIRFIELD	1,215,183	1,178,728	273,998	1,452,726	237,543
FARMINGTON	230,847	223,922	158,448	382,370	151,523
FRANKLIN	790,721	833,590	10,895	844,485	53,764
GLASTONBURY	2,415,065	2,581,969	190,850	2,772,819	357,754
GOSHEN	120,899	127,597	16,641	144,238	23,339
GRANBY	2,957,936	3,085,402	67,640	3,153,042	195,106
GREENWICH	362,845	351,960	288,629	640,589	277,744
GRISWOLD	8,773,590	9,333,993	47,219	9,381,212	607,622
GROTON	21,967,532	23,431,841	162,633	23,594,474	1,626,942
GUILFORD	3,233,497	3,453,206	140,001	3,593,207	359,710
HADDAM	422,625	438,821	45,090	483,911	61,286
HAMDEN	11,659,264	12,773,823	190,354	12,964,177	1,304,913
HAMPTON	948,217	981,373	8,612	989,985	41,768
HARTFORD	146,534,060	154,214,065	258,037	154,472,102	7,938,042
HARTLAND	1,071,147	1,140,228	13,292	1,153,520	82,373
HARWINTON	2,429,971	2,517,093	34,750	2,551,843	121,872
HEBRON	4,891,845	5,127,682	55,875	5,183,557	291,712
KENT	93,175	117,267	14,039	131,306	38,131
KILLINGLY	13,691,604	14,398,491	79,214	14,477,705	786,101
KILLINGWORTH	1,736,003	1,882,264	34,235	1,916,499	180,496
LEBANON	4,412,102	4,667,962	46,791	4,714,753	302,651
LEDYARD	10,573,546	11,166,495	110,232	11,276,727	703,181

The estimates included in this simulation are derived from data elements and/or data projections that will change by the time an actual grant is calculated even if the formula were to be adopted exactly as proposed. Consequently, actual grants for most, if not all towns, would differ from these estimates.

Appendix E

SIMULATION

ESTIMATED STATE AID FOR 1994-95* AND 1995-96 UNDER ECS II

January 14, 1994

STATEWIDE	1,273,655,765	1,348,443,047	14,847,706	1,363,290,753	89,634,988

TOWN NAME	1994-95 ESTIMATED STATE AID	1995-96 ESTIMATED ECS II GRANT	1995-96 ESTIMATED MASTERY ACHIEVEMENT BONUS	1995-96 ESTIMATED TOTAL AID	ESTIMATED 1995-96 INCREASE
LISBON	3,012,462	3,155,234	21,977	3,177,211	164,749
LITCHFIELD	602,620	731,939	46,526	778,465	175,845
LYME	37,313	42,494	9,284	51,778	14,465
MADISON	963,055	934,163	117,200	1,051,363	88,308
MANCHESTER	19,088,013	20,107,844	257,753	20,365,597	1,277,584
MANSFIELD	6,814,520	7,062,008	76,152	7,138,160	323,640
MARLBOROUGH	2,919,514	3,066,655	41,477	3,108,132	188,618
MERIDEN	30,775,690	32,790,532	204,672	32,995,204	2,219,514
MIDDLEBURY	295,532	310,016	40,122	350,138	54,606
MIDDLEFIELD	1,342,799	1,420,328	17,458	1,437,786	94,987
MIDDLETOWN	10,163,460	11,320,903	112,244	11,433,147	1,269,687
MILFORD	9,393,308	10,165,090	219,527	10,384,617	991,309
MONROE	6,252,903	6,690,990	115,384	6,806,374	553,471
MONTVILLE	9,533,205	9,941,164	77,503	10,018,667	485,462
MORRIS	548,950	601,782	13,334	615,116	66,166
NAUGATUCK	21,360,807	22,674,679	153,853	22,828,532	1,467,725
NEW BRITAIN	41,449,879	44,510,730	140,154	44,650,884	3,201,005
NEW CANAAN	88,184	85,538	121,881	207,419	119,235
NEW FAIRFIELD	4,597,299	4,760,607	89,465	4,850,072	252,773
NEW HARTFORD	2,198,541	2,333,246	38,750	2,371,996	173,455
NEW HAVEN	99,997,050	105,471,278	236,020	105,707,298	5,710,248
NEWINGTON	6,990,690	7,457,882	140,852	7,598,734	608,044
NEW LONDON	16,222,431	17,013,070	44,171	17,057,241	834,810
NEW MILFORD	9,710,520	10,271,004	160,184	10,431,188	720,668
NEWTOWN	4,540,494	4,949,844	153,185	5,103,029	562,535
NORFOLK	354,365	393,607	9,847	403,454	49,089
NORTH BRANFORD	6,881,543	7,150,595	74,203	7,224,798	343,255
NORTH CANAAN	1,752,635	1,835,874	17,290	1,853,164	100,529
NORTH HAVEN	2,005,630	1,945,461	114,088	2,059,549	53,919
NORTH STONINGTON	2,655,608	2,777,450	31,278	2,808,728	153,120
NORWALK	9,164,783	9,525,269	216,332	9,741,601	576,818
NORWICH	24,491,491	25,877,133	184,226	26,061,359	1,569,868
OLD LYME	196,878	217,172	38,705	255,877	58,999
OLD SAYBROOK	268,188	260,142	46,169	306,311	38,123
ORANGE	493,094	488,745	86,316	575,061	81,967
OXFORD	4,205,080	4,445,789	57,301	4,503,090	298,010

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SIMULATION

ESTIMATED STATE AID FOR 1994-95* AND 1995-96 UNDER ECS II

January 14, 1994

STATEWIDE	1,273,655,765	1,348,443,047	14,847,706	1,363,290,753	89,634,988

TOWN NAME	1994-95 ESTIMATED STATE AID	1995-96 ESTIMATED ECS II GRANT	1995-96 ESTIMATED MASTERY ACHIEVEMENT BONUS	1995-96 ESTIMATED TOTAL AID	ESTIMATED 1995-96 INCREASE
PLAINFIELD	13,244,514	14,070,909	69,330	14,140,239	895,725
PLAINVILLE	6,394,488	6,745,402	80,291	6,825,693	431,205
PLYMOUTH	8,078,224	8,276,454	65,415	8,341,869	263,645
POMFRET	2,138,349	2,215,196	21,106	2,236,302	97,953
PORTLAND	2,816,289	2,892,711	39,770	2,932,481	116,192
PRESTON	2,828,033	2,885,425	22,601	2,908,026	79,993
PROSPECT	3,842,891	4,050,720	38,814	4,089,534	246,643
PUTNAM	6,668,754	6,966,008	41,411	7,007,419	338,665
REDDING	123,951	122,954	57,436	180,390	56,439
RIDGEFIELD	274,875	266,629	172,770	439,399	164,524
ROCKY HILL	2,194,201	2,383,957	82,501	2,466,458	272,257
ROXBURY	59,062	64,165	11,920	76,085	17,023
SALEM	2,404,250	2,531,936	21,811	2,553,747	149,497
SALISBURY	60,553	63,543	18,758	82,301	21,748
SCOTLAND	1,103,126	1,156,593	7,736	1,164,329	61,203
SEYMOUR	6,247,896	6,526,352	69,665	6,596,017	348,121
SHARON	67,071	75,818	12,326	88,144	21,073
SHELTON	4,775,359	5,164,835	170,472	5,335,307	559,948
SHERMAN	22,407	21,735	15,350	37,085	14,678
SIMSBURY	2,197,636	2,274,470	184,836	2,459,306	261,670
SOMERS	4,323,164	4,508,694	52,243	4,560,937	237,773
SOUTHBURY	749,144	890,803	100,550	991,353	242,209
SOUTHINGTON	15,302,527	15,793,353	246,085	16,039,438	736,911
SOUTH WINDSOR	7,075,630	7,533,721	158,817	7,692,538	616,908
SPRAGUE	2,115,922	2,201,910	12,971	2,214,881	98,959
STAFFORD	7,727,352	8,039,851	61,970	8,101,821	374,469
STAMFORD	5,038,413	5,033,322	308,262	5,341,584	303,171
STERLING	2,674,467	2,787,600	15,809	2,803,409	128,942
STONINGTON	1,949,436	2,256,684	77,958	2,334,642	385,206
STRATFORD	9,197,483	10,100,896	212,717	10,313,613	1,116,130
SUFFIELD	2,966,058	3,059,326	71,240	3,130,566	164,508
THOMASTON	3,801,608	3,945,460	36,873	3,982,333	180,725
THOMPSON	5,728,051	6,049,597	42,557	6,092,154	364,103
TOLLAND	6,987,006	7,278,883	87,452	7,366,335	379,329
TORRINGTON	15,289,683	16,035,722	158,138	16,193,860	904,177
TRUMBULL	2,315,748	2,246,276	200,783	2,447,059	131,311

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Appendix E

SIMULATION

ESTIMATED STATE AID FOR 1994-95* AND 1995-96 UNDER ECS II

January 14, 1994

STATEWIDE	1,273,655,765	1,348,443,047	14,847,706	1,363,290,753	89,634,988

TOWN NAME	1994-95 ESTIMATED STATE AID	1995-96 ESTIMATED ECS II GRANT	1995-96 ESTIMATED MASTERY ACHIEVEMENT BONUS	1995-96 ESTIMATED TOTAL AID	ESTIMATED 1995-96 INCREASE
UNION	244,696	264,631	4,240	268,871	24,175
VERNON	14,325,346	14,803,056	150,167	14,953,223	627,877
VOLUNTOWN	1,891,272	1,960,975	12,269	1,973,244	81,972
WALLINGFORD	15,590,424	16,485,738	189,393	16,675,131	1,084,707
WARREN	64,738	67,546	6,194	73,740	9,002
WASHINGTON	143,723	151,461	17,080	168,541	24,818
WATERBURY	65,215,137	69,305,613	223,443	69,529,056	4,313,919
WATERFORD	148,598	144,140	87,293	231,433	82,835
WATERTOWN	9,557,603	10,048,003	128,585	10,176,588	618,985
WESTBROOK	175,805	198,684	26,728	225,412	49,607
WEST HARTFORD	3,188,519	4,185,551	339,303	4,524,854	1,336,335
WEST HAVEN	27,412,948	29,557,252	233,123	29,790,375	2,377,427
WESTON	125,332	121,572	66,771	188,343	63,011
WESTPORT	143,429	139,126	161,663	300,789	157,360
WETHERSFIELD	2,471,233	2,903,286	121,799	3,025,085	553,852
WILLINGTON	3,178,826	3,313,278	33,714	3,346,992	168,166
WILTON	73,549	76,412	130,865	207,277	133,728
WINCHESTER	6,791,438	7,075,862	45,134	7,120,996	329,558
WINDHAM	19,164,337	19,790,122	71,451	19,861,573	697,236
WINDSOR	7,162,927	7,483,258	144,144	7,627,402	464,475
WINDSOR LOCKS	1,328,588	1,435,262	60,476	1,495,738	167,150
WOLCOTT	8,625,153	9,008,919	80,725	9,089,644	464,491
WOODBRIDGE	278,724	276,894	60,534	337,428	58,704
WOODBURY	461,171	595,789	45,811	641,600	180,429
WOODSTOCK	3,357,814	3,526,122	34,418	3,560,540	202,726

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* 1994-95 aid includes the ECS, Special Education - Regular, Public Transportation, Priority School District and Bilingual grants.

SIMULATION

January 14, 1994

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
HARTFORD	5,528	5,714	4,823	4,968
NEW LONDON	5,265	5,607	4,822	4,952
WINDHAM	5,595	5,706	4,872	4,932
NEW HAVEN	5,469	5,639	4,774	4,928
STERLING	5,094	5,211	4,668	4,778
PLAINFIELD	4,869	5,224	4,541	4,733
BRIDGEPORT	5,080	5,320	4,433	4,643
GRISWOLD	4,818	5,025	4,372	4,564
KILLINGLY	4,816	5,017	4,417	4,561
VOLUNTOWN	4,776	4,872	4,395	4,477
NEW BRITAIN	4,852	5,098	4,210	4,431
PUTNAM	4,615	4,767	4,206	4,315
CANTERBURY	4,500	4,656	4,126	4,282
CHAPLIN	4,667	4,741	4,224	4,277
WATERBURY	4,621	4,808	4,083	4,252
LISBON	4,385	4,513	4,032	4,152
SPRAGUE	4,399	4,529	4,044	4,132
NORWICH	4,318	4,486	3,905	4,057
SCOTLAND	4,276	4,427	3,894	4,013
BROOKLYN	4,198	4,359	3,849	3,992
PLYMOUTH	4,212	4,252	3,892	3,924
ASHFORD	4,029	4,143	3,789	3,895
MANSFIELD	4,047	4,153	3,800	3,887
STAFFORD	4,093	4,176	3,751	3,840
THOMPSON	4,034	4,210	3,695	3,837
PRESTON	4,116	4,154	3,795	3,810
NAUGATUCK	4,011	4,174	3,643	3,802
ANSONIA	4,006	4,117	3,699	3,802
WEST HAVEN	3,802	4,045	3,465	3,677
WINCHESTER	3,912	4,032	3,584	3,669
LEBANON	3,665	3,802	3,391	3,538
LEDYARD	3,632	3,783	3,370	3,509

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SIMULATION

January 14, 1994

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
MERIDEN	3,714	3,888	3,345	3,503
EASTFORD	3,627	3,718	3,372	3,432
HAMPTON	3,675	3,779	3,363	3,429
SALEM	3,583	3,723	3,299	3,422
COVENTRY	3,592	3,714	3,305	3,418
WILLINGTON	3,580	3,678	3,319	3,413
GROTON	3,609	3,752	3,239	3,397
COLCHESTER	3,473	3,644	3,201	3,351
POMFRET	3,494	3,561	3,222	3,290
EAST HAVEN	3,390	3,560	3,088	3,242
VERNON	3,459	3,516	3,174	3,235
WOLCOTT	3,580	3,679	3,141	3,232
BEACON FALLS	3,425	3,546	3,108	3,216
MONTVILLE	3,473	3,565	3,125	3,207
HEBRON	3,296	3,401	3,047	3,153
BOZRAH	3,322	3,406	3,067	3,139
ENFIELD	3,295	3,392	3,044	3,135
ELLINGTON	3,280	3,354	3,050	3,125
TORRINGTON	3,275	3,387	3,019	3,122
BRISTOL	3,253	3,413	2,955	3,116
THOMASTON	3,373	3,381	3,040	3,109
TOLLAND	3,167	3,255	2,947	3,034
EAST HAMPTON	3,143	3,230	2,899	2,987
NORTH CANAAN	3,135	3,234	2,869	2,962
DERBY	2,924	3,222	2,660	2,929
HARTLAND	3,060	3,152	2,785	2,928
PROSPECT	3,043	3,160	2,777	2,886
NORTH BRANFORD	3,048	3,121	2,800	2,870
NORTH STONINGTON	2,961	3,073	2,752	2,842
SOMERS	2,986	3,069	2,755	2,838
WOODSTOCK	2,982	3,083	2,723	2,820
DURHAM	2,932	3,052	2,704	2,816

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Appendix E

January 14, 1994

SIMULATION

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
ANDOVER	2,918	3,031	2,695	2,790
WATERTOWN	2,853	2,972	2,642	2,746
SEYMOUR	2,891	2,978	2,657	2,738
MARLBOROUGH	2,778	2,889	2,585	2,688
BURLINGTON	2,741	2,807	2,555	2,617
CLINTON	2,725	2,820	2,520	2,600
HARWINTON	2,653	2,718	2,458	2,520
UNION	2,472	2,689	2,344	2,515
OXFORD	2,580	2,698	2,383	2,492
COLUMBIA	2,574	2,672	2,413	2,484
PLAINVILLE	2,589	2,698	2,377	2,477
MANCHESTER	2,571	2,678	2,361	2,459
BETHEL	2,496	2,566	2,309	2,381
BOLTON	2,372	2,494	2,221	2,340
SOUTHINGTON	2,450	2,507	2,282	2,336
EAST WINDSOR	2,449	2,525	2,256	2,331
WALLINGFORD	2,414	2,521	2,205	2,303
FRANKLIN	2,382	2,491	2,200	2,294
EAST HARTFORD	2,258	2,488	2,052	2,274
MIDDLETOWN	2,275	2,497	2,060	2,262
PORTLAND	2,329	2,396	2,171	2,207
NEW HARTFORD	2,219	2,330	2,060	2,170
MIDDLEFIELD	2,253	2,357	2,062	2,156
NEW MILFORD	2,196	2,307	2,032	2,131
EAST HADDAM	2,126	2,243	1,973	2,077
BARKHAMSTED	2,137	2,207	1,989	2,056
KILLINGWORTH	2,045	2,203	1,889	2,036
EAST LYME	2,020	2,119	1,872	1,963
BETHANY	2,058	2,102	1,913	1,955
HAMDEN	1,914	2,079	1,756	1,906
MONROE	1,916	2,033	1,769	1,880
BETHLEHEM	1,906	2,029	1,753	1,875

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Appendix E

SIMULATION

January 14, 1994

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
CHESHIRE	1,918	1,975	1,784	1,842
NEW FAIRFIELD	1,905	1,963	1,768	1,821
DEEP RIVER	1,839	1,959	1,698	1,811
GRANBY	1,863	1,945	1,738	1,808
NEWINGTON	1,794	1,903	1,632	1,732
SOUTH WINDSOR	1,751	1,844	1,610	1,709
DANBURY	1,798	1,848	1,620	1,672
CROMWELL	1,600	1,712	1,491	1,595
WINDSOR	1,631	1,696	1,501	1,560
MORRIS	1,529	1,672	1,419	1,552
SUFFIELD	1,613	1,663	1,493	1,538
CANTON	1,562	1,604	1,453	1,486
STRATFORD	1,401	1,536	1,278	1,399
MILFORD	1,403	1,512	1,287	1,389
NEWTOWN	1,213	1,333	1,123	1,233
NORFOLK	1,158	1,289	1,065	1,184
BERLIN	1,158	1,253	1,057	1,150
CHESTER	1,095	1,186	1,018	1,105
ROCKY HILL	1,035	1,134	960	1,054
COLEBROOK	989	1,089	911	1,003
CANAAN	978	1,052	902	969
STONINGTON	875	1,023	808	945
GUILFORD	927	1,008	866	940
SHELTON	933	1,014	855	933
WETHERSFIELD	805	961	747	893
NORWALK	920	959	829	861
BLOOMFIELD	885	927	803	841
EAST GRANBY	793	871	746	813
WINDSOR LOCKS	780	850	714	785
LITCHFIELD	528	667	491	620
BROOKFIELD	578	621	537	578
NORTH HAVEN	618	622	573	574

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SIMULATION

January 14, 1994

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
SIMSBURY	550	602	515	562
BRANFORD	396	600	365	554
GLASTONBURY	499	556	458	513
WEST HARTFORD	396	549	363	503
WOODBURY	381	518	354	481
TRUMBULL	463	482	433	447
BRIDGEWATER	420	464	395	436
SOUTHBURY	316	407	295	381
HADDAM	366	409	337	377
STAMFORD	386	395	342	355
WARREN	343	380	315	351
MADISON	346	369	324	345
MIDDLEBURY	318	366	297	343
GOSHEN	293	342	274	319
WASHINGTON	298	341	276	316
KENT	247	340	229	315
WESTBROOK	227	284	209	261
ORANGE	238	271	223	254
ROXBURY	215	270	202	254
WOODBRIDGE	204	241	191	226
SHARON	191	244	175	225
OLD LYME	188	241	174	220
ESSEX	192	228	181	214
EASTON	183	222	173	210
OLD SAYBROOK	200	222	184	205
FAIRFIELD	176	206	164	192
LYME	146	205	139	188
CORNWALL	71	162	68	157
SALISBURY	114	151	105	139
REDDING	89	127	83	118
WESTON	82	120	77	113
RIDGEFIELD	75	117	71	111

The estimates included in this simulation are derived from data elements and/or data projections that will change by the time an actual grant is calculated even if the formula were to be adopted exactly as proposed. Consequently, actual grants for most, if not all towns, would differ from these estimates.

Appendix E

SIMULATION

January 14, 1994

ESTIMATED STATE AID PER PUPIL* AND PER NEED STUDENT*
FOR 1994-95** AND 1995-96 UNDER ECS II

STATE AVERAGE	2,618	2,736	2,382	2,490

TOWN NAME	1994-95 ESTIMATED STATE AID PER PUPIL	1995-96 ESTIMATED STATE AID PER PUPIL	1994-95 ESTIMATED STATE AID PER NEED STUDENT	1995-96 ESTIMATED STATE AID PER NEED STUDENT
FARMINGTON	72	116	67	108
AVON	59	103	56	97
SHERMAN	60	97	56	90
GREENWICH	52	90	49	84
WATERFORD	58	88	53	80
WESTPORT	42	85	39	79
NEW CANAAN	33	75	31	71
DARIEN	34	74	32	70
WILTON	26	72	25	68

The estimates included in this simulation are derived from data elements and/or data projections that will change by the time an actual grant is calculated even if the formula were to be adopted exactly as proposed. Consequently, actual grants for most, if not all towns, would differ from these estimates.

* The 1994-95 and 1995-96 per pupil figures are based on unweighted pupils and need students from October 1993 and October 1994, respectively. Need student counts are based on the ECS II proposed definition of resident students plus 15% weighting for both Mastery students above goal and bilingual students.

** 1994-95 revenue includes the ECS, Special Education - Regular, Public Transportation, Priority School District and Bilingual grants.

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Appendix E

ACKNOWLEDGEMENTS

The Commission on Educational Excellence for Connecticut would like to acknowledge the efforts of its staff members for their dedication and effort on behalf of the Commission:

Carol S. Rocque, Executive Director
A. Robin White, Deputy Director
Alice B. Barrett, Administrative Assistant

Michael Rion, Facilitator
Resources for Ethics and Management

Anne Lewis
Education Policy Writer

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